

The background of the cover is a black and white photograph of the University of Chicago Library building. The building is a large, classical-style structure with a prominent portico supported by tall columns. A wide set of stairs leads up to the entrance. In the foreground, there are some bushes and a few people walking on the steps. The sky is visible above the building.

Illinois U Library

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A FIVE-YEAR REPORT

RAYMOND M. COOK¹



THE Chicago Teachers College has been an integral part of the Chicago public school system since 1896, when it was taken over from Cook County. Probably at no time during the administration of the school by the Board of Education have changes been so rapid and so fundamental as during the past five years. Because these changes are not sufficiently known and understood, even by members of the local school system, it seems appropriate to give an accounting of recent developments.

Until the spring semester of 1948 the College had been linked for administrative purposes with the Wilson Branch of the Chicago City Junior College. The president of one school was also dean of the other. In the general reorganization which followed the Griffenhagen Report, provision was made for separate administration. The Parker Elementary School, formerly Parker Practice School, had also from time to time been under the direct control of the president of the Chicago Teachers College. This policy was abandoned and the principal of Parker confirmed as being responsible to the local district superintendent. Good co-ordination of effort on the crowded campus was given assurance by the selection of the new dean at Wilson and the new principal at Parker from the faculty of the Chicago Teachers College. At some point in the general reorganization the title of president was lost and the administrative head of the Chicago Teachers College has been known as dean for the past five years. He is responsible to the Assistant Superintendent in charge of Elementary Education, while his colleague in the junior college is responsible to the Assistant

Superintendent in charge of Secondary Education.

In February 1948 the future role of the Chicago Teachers College was not at all clear. There was already a shortage of certified kindergarten-primary teachers in Chicago, but the College has been graduating only very small classes in this field. At the intermediate and upper-grade level there

was thought to be a surplus of thousands of still unassigned graduates of the College dating back to the class of June 1940. In any case, it was widely believed that in the event of a serious shortage of teachers, a few open certificate examinations could quickly and easily fill the ranks.

In April 1948 the Board made several significant rule changes affecting the College. The so-called automatic certificate for graduates was to be withheld from those who entered the College after that date. The responsibility for administering entrance examinations was transferred from the Board of Examiners to the College itself. Finally, the Board of Education committed itself to a policy of open examinations for all teaching positions in the school system.

Before 1948 had passed, the alleged surplus of intermediate and upper-grade teachers had melted away, and the Chicago schools were faced with a staff deficit. From 1949 to date the Board of Examiners has given examinations for both levels of elementary certificate twice each year. Intensive recruiting of candidates has been practiced. As soon as the twenty year monopoly of the Chicago Teachers College on

¹Dean

Chicago appointments had been abandoned, other local colleges and universities sprang into action with elementary teacher training curricula. The Chicago Teachers College doubled the number of its undergraduate degree candidates. By in-service classes, it successfully retrained a thousand graduates of other colleges who passed the Chicago elementary certificate examination. And still the Chicago school system has today a grave deficit of teachers. The need and the function of the Chicago Teachers College have been greatly clarified.

NEW ADMISSION POLICY

The approach of the College to its new responsibility regarding the entrance examination was frankly experimental. In 1948 there was no time to prepare for anything except a traditional examination based on standardized subject matter tests. The next year members of the College staff prepared the tests. In the following year the emphasis was shifted from tests of what the candidates had learned in high school to what they could learn in college; as a recruiting gesture applicants who were in the upper third of their high school class were excused from the written portion of the examination. In 1951, because reading ability proved so important to college success, and in passing the certificate examination, all candidates were accepted who could read better than the average high school graduate.

During this experimentation with admission policy, the percentage of candidates rejected and the average scholastic aptitude of entering Freshmen had been slowly declining. Although there was some yearning for the "good old days" when only the top 10 per cent of applicants were accepted, it was realized that the pressure for trained teachers in these times made a highly selective admission policy impracticable. Finally, when the Board of Education began receiving reimbursement from the state for the cost of supporting the College, a new policy was adopted. It

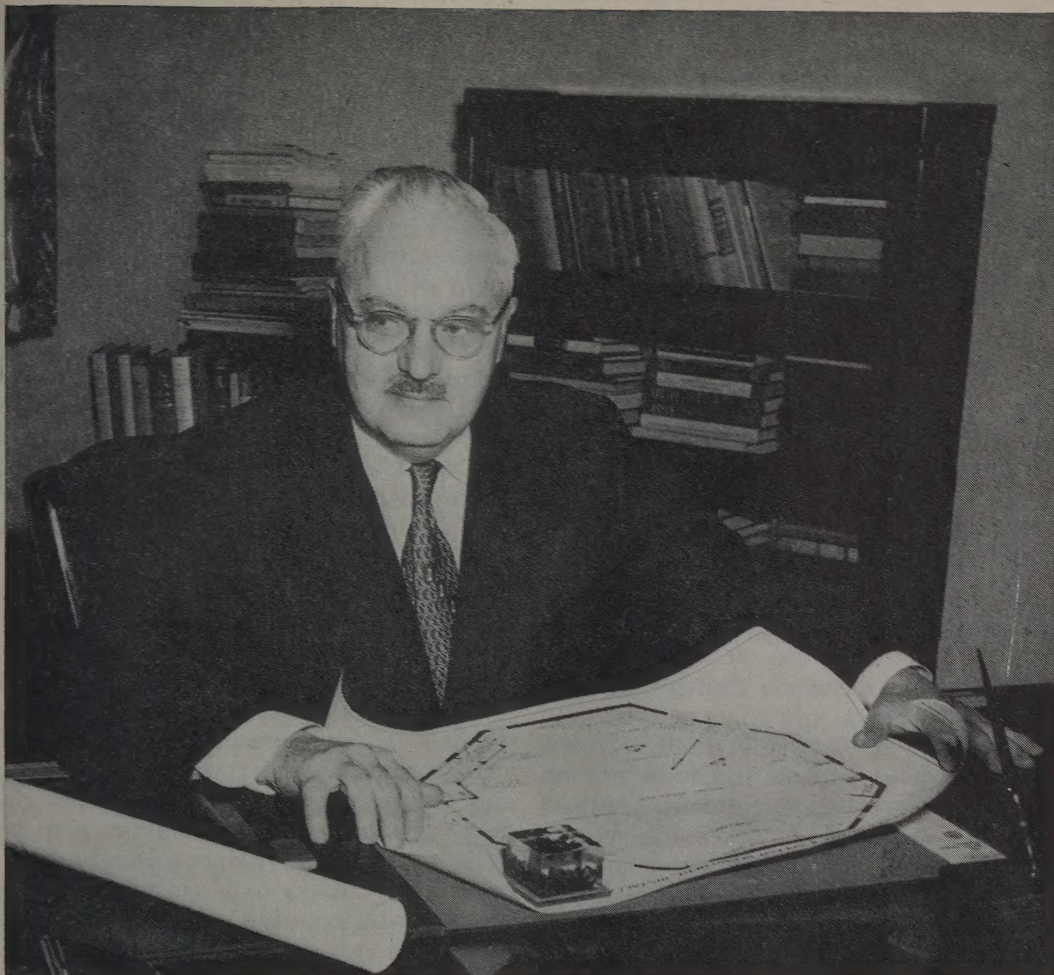
was agreed that the College could not continue to be more exclusive than other state supported schools. A high school diploma, an intention to prepare to teach in the public schools of Illinois, and physical fitness adequate for taking all required courses, including physical education, were the only standards demanded for admission in September 1952. It should be noted that this change of policy relates only to admission. The College is determined to maintain adequate standards for graduation. The proportion of students dropped for poor scholarship may therefore be expected to show some increase.

INTENSIFIED RECRUITING PROGRAM

Besides a liberalized policy of admission, the College accelerated its recruiting efforts. In addition to the traditional practice of sending faculty members to college days at the high schools, speaking engagements were sought before P.T.A. and numerous civic groups. For two years a graduate of the College was retained on the staff to devote full time to recruiting. A Future Teachers of America chapter was launched which had as its primary function the furtherance of recruiting activity. The Club has stood ready to furnish almost any kind of program to any kind of audience: a speaker, a panel, a talent show, or a conducted tour of the College. Several successful radio programs were developed and an "open house" for high school students became an annual feature at the College. Letters from the Dean and from the Assistant Superintendent in charge of Elementary Schools were mailed to the home addresses of all graduating seniors of public high schools and dispatched in quantity to the private high schools. The scope of recruiting activity was extended beyond the city limits to include all of Cook County.

NORTH SIDE BRANCH

Intensified recruiting activity brought results. It has already been noted that the number of full-time undergraduates has doubled in four years, while the enrollment



Dean Cook Plans Future Role of College

Photograph by Murrell Tinsley

of part-time students has held steady at approximately one thousand per semester. It was soon observed, however, that the influx of new students was primarily from the South Side. Scarcely one-fifth of the entering Freshmen were enrolling from addresses north of the Loop. To make a teacher training program more attractive to distant North Side students, a branch of the College was opened at Schurz High School in the fall of 1950. Here it was made possible to complete freshman and sophomore years before transferring to the main campus.

The branch at Schurz did not grow. Plans have just been approved to abandon it in favor of a branch at the Wright Junior College in the northwest part of the city. The new branch, in a properly collegiate setting, will admit students with two years of general education and give them the junior and senior years of the standard elementary curriculum. Thus it will be possible to attain a full four-year course on the North Side. All students who choose to do so may still attend the main school, and all who wish a specialized curriculum will necessarily do so.

The new branch at Wright will merely be an extension of a policy adopted five years ago. Prior to that time the College maintained only a rigid four-year curriculum. Students coming from the Chicago City Junior College, even those with a two-year diploma, were required to begin again as Freshmen. One of the first acts of the new administration was the setting up of two-year senior college curricula for students who had completed the freshman and sophomore years elsewhere. The Chicago City Junior College was persuaded to publish in its catalog a suggested curriculum for those who contemplated attending the Chicago Teachers College after two years. In 1952 a still more liberal policy regarding transfer was adopted, and students from other colleges were accepted on the main campus at the beginning of any semester.

CURRICULUM

The Chicago Teachers College holds to its historic function and offers only teacher education curricula. Nevertheless, there have been many recent modifications of the curricular offerings. Students are now accepted from any part of Illinois, but it is certain that Chicago will continue to furnish most of the enrollment and absorb most of the graduates. A measure of the success of the College, therefore, is the adequacy with which it meets the demands of the local public school system. A major test came in late 1952, when the first large class of graduates faced the necessity of taking the open certificate examination to qualify for Chicago assignments. More than 90 per cent of these candidates were certified on their first attempt. The few weaknesses revealed have resulted in some alteration of required courses in the undergraduate program. At the same time care has been taken to insure that all graduates meet State of Illinois requirements for certification. A consolidation of some of the more fragmentary courses has been brought about. Special faculty committees have labored for more than two years on

the task of eliminating any overlapping and duplication.

A unique problem in curriculum building is presented by the policy of the Chicago Board of Examiners. Only general certificates are now issued at the elementary level; a candidate who has prepared himself in some specialty like physical education or home mechanics must also stand ready to be examined in the content and teaching methods of all or nearly all the other elementary subjects. This policy produces a crowded four-year curriculum for those students who take more than thirty-five semester hours in a special field. Yet the College is convinced that much specialization is necessary for an adequately prepared teacher of physical education or home mechanics.

The above policy regarding certification has also hampered the College in recent years in the development of programs for teachers of handicapped children. A teacher of deaf-oral children needs more than thirty semester hours of intensive specialized training to meet state requirements and secure adequate preparation in this field. Students show a reluctance to set aside so much of their undergraduate course for this kind of training when it will contribute nothing to their chances of passing the all important Chicago certificate examination. The same consideration applies with lesser force to specialization in ungraded division teaching. The College has consistently recommended that curricula in the teaching of handicapped children be placed on the graduate level, when and if a salary adjustment is made for holders of the master's degree.

In spite of crowded curricula and difficulties in recruitment, the College has graduated several groups with training in special education. In addition there have been satisfyingly large classes in physical education, home mechanics, and library science. The preparation of departmental teachers in art, music, and the academic subjects has been de-emphasized. Students with special competence and interest

in these fields may take a sequence of advanced elective courses, but formal special curricula are being removed from the catalog.

Because of the immediate need for qualified teachers, which Chicago shares with all the rest of the state and indeed with the entire country, provision has been made for a large amount of "acceleration." Entire classes of kindergarten-primary students have graduated in three and one-half years, plus summer sessions. Several seniors who are completing the course in three years are scheduled to be graduated this June. Because, with acceleration, an occasional degree is conferred on a student who is not yet twenty years of age, the College sought and obtained a change in the rules of the Board of Education which again permits teachers to be certified at age nineteen.

SUMMER SESSION POPULAR

The accelerated program, together with certain other projects, has caused a great increase in interest in the summer session, and enrollment in July sometimes approaches the full-time enrollment in June. In order to make possible a half semester of work, the summer session has been changed from the traditional six weeks to eight weeks. A wide variety of courses is offered, including, in the past three years, student teaching. Candidates for the Chicago Teachers College degree may not take their student teaching in the summer. Graduates of other colleges have been permitted to do so if they can thereby complete the requirements for admission to the September examination. As many as one hundred in a summer have taken advantage of this opportunity, working under close supervision in the public elementary summer schools of the city.

The Chicago Teachers College summer session is still self supporting, the staff being paid through student tuition fees. If the state allocates the expected amount of support for the College, it is hoped that a publicly supported summer session can

again become a reality, as it was from 1910 to 1930. Then it is anticipated that acceleration may become the normal instead of the exceptional pattern followed by undergraduate students. A semester or a year gained in preparing students to fill public school vacancies is an important accomplishment, and the College could announce with accuracy that it is offering the same services as the directly supported state institutions of higher education.

IN-SERVICE PROGRAM

It is not only undergraduates of the College who have filled the summer session ranks. Hundreds of students each summer have been involved in the so-called "reconversion program." In the winter of 1948-1949 Chicago found itself with a sudden deficit of qualified elementary teachers, but with a great surplus of temporary substitutes who had been trained in other colleges as high school teachers. The typical person in this group had an undergraduate major in history or French or English, and had fifteen to twenty semester hours of education courses, most of which were focused on problems of high school teaching. The Board of Examiners was willing to permit these temporary teachers to substitute in the elementary schools where they were needed, but would not admit them to candidacy for an elementary certificate until they had taken a series of courses in elementary teaching methods.

The College organized late afternoon and evening classes for this reconversion program on the main campus and at a North Side Branch. An able and diligent extended day student could usually qualify for admission to the certificate examination by taking courses for a single semester, and attending one summer session. By this program approximately one thousand candidates have been prepared to pass the Chicago elementary certificate examination. Candor compels the admission that almost an equal number of part-time students have taken the College "reconversion" offerings and have not been able to

pass the examination. Co-operative study with the Board of Examiners of these failures indicates that the principal cause lies in the general education of the candidates, particularly in the basic skills of reading and writing. The College has not undertaken a remedial program in these basic skills for its unclassified students.

Besides in-service classes for substitute instructors the College has maintained an extensive program of in-service courses for assigned teachers. Each semester nine sections of a course in Orientation to Elementary Teaching in Chicago are offered, one in each of the elementary districts. Newly assigned teachers are expected to register for this course, which is in the general charge of the district superintendent. Typically the sixteen meetings of the class are addressed by as many experts in various phases of elementary teaching. Promotional credit on the salary schedule is given.

Another successful series of courses has been that in creative art and crafts. Many hundreds of elementary teachers with not a single semester hour of college work in art or art methods have been assigned in recent years. Recent certificate examinations for intermediate and upper-grade candidates have not included papers in art, music, or physical education. To help overcome this deficiency in training, the Division of Art has assigned its supervisors as teachers in a series of voluntary after-school college classes in creative art and crafts.

Extended day classes have also been given for teachers wishing to qualify for work in special education. Surveys of special education, psychology of exceptional children, and speech problems for the classroom teacher have been offered repeatedly in rooms at 228 North LaSalle Street. Almost every semester two classes are scheduled in the problem of slow learning children; occasional courses for sight-saving, Braille, and deaf-oral teachers have also been well attended. Library sci-

ence was already established as an in-service sequence before 1948, but this year the customary offerings have been augmented by courses at the strictly graduate level. As part of the school system's general attack on the problems of human relations, a credit course for elementary teachers in this area was repeatedly offered in various parts of the city. Credit courses for trade and vocational teachers who needed to meet state and Federal requirements have been organized from time to time as occasion demanded. Summer workshops sponsored by the Department of Instruction and Guidance have also won College recognition as credit courses. In a very real sense the College has become a service institution for all departments of the school system.

HIGH SCHOOL TEACHER TRAINING

The most notable example of departure from the traditional task of training elementary teachers has been a recent excursion into the field of non-academic secondary education. The shortage of elementary teachers remains uncomfortably severe, but when the first wave of war-born children reaches the ninth grade, there is danger of equally acute shortages in some of the secondary teaching fields. The Chicago Teachers College had an obligation to examine the possibility of performing, with available resources, a service in this area. This obligation was especially strong in those teaching fields where other local colleges and universities could not be expected to supply the anticipated demand. It was believed that by establishing an industrial education course, the College could help meet an imminent shortage and in no way lessen the number of candidates seeking elementary teacher training. No other accredited local college has a curriculum for training shop teachers.

The shop training course was started in September 1952 and is now well established. It is an example of the carefully planned use of already existing facilities. Students will receive their mechanical

drawing instruction in rooms of Wilson Junior College and their advanced shop training at the Chicago Vocational or Washburne Trade Schools; they will do their practice teaching in the academic high schools.

Success in launching the shop training course has encouraged the College to announce a new venture for September 1953: a business education curriculum to train high school graduates as teachers of stenography, business training, and accounting. Even before formal announcement of the course was made, interest among high school seniors in this new offering was high. As with the industrial education course, certain basic objectives will be kept in mind. The curriculum will be so devised as to prepare for not one but two types of Chicago certificate. It will also meet state and accrediting association requirements for certification. It will emphasize, at the expense of electives, a good broad general education; it will prepare the student so that he can proceed with graduate work either in the field of his teaching specialty or in professional education.

GRADUATE STUDY

Chicago high school teachers in the non-academic subjects are required to have only the bachelor's degree. For permanent assignment in an academic subject, a master's degree in that subject is required. The College has no present plans for offering the academic master's degree, although the formidable task of staffing the high schools of 1960 may bring about a reconsideration of this problem.

For more than a dozen years the College has been authorized to grant the degree of Master of Education. In recent years this program has been allowed almost to lapse, although an occasional candidate completes a thesis begun some years ago. Resources of the College have been concentrated on bringing students up to the minimum standards for staffing the public schools, rather than in giving advanced

training. If a salary schedule should be adopted giving special recognition for an advanced degree, then pressure on the College to reactivate its graduate program may become almost irresistible.

A different kind of "graduate program" has been that set up for the College's own two-year and three-year graduates. Only a few years ago there were more than 2,300 assigned elementary teachers in the local school system who did not hold the bachelor's degree. Most of them were graduates of the Chicago Normal School or College before it became a degree granting institution. Early in 1951 a letter was sent to each of these 2,300 degreeless teachers inviting them to apply for an evaluation of their credits and to obtain their degree-requirements by taking extended day and summer school courses. The extended day program, which had been authorized primarily for the reconversion project, made standard college courses available at a cost of a dollar or a dollar and a half per credit hour.

The response to this offer of inexpensive continuing education has not been especially good. Only about 15 per cent of the potential degree candidates requested an evaluation of their credits. Difficulty has sometimes been experienced in finding enough students desiring a particular advanced course to justify scheduling a class. From ten to twenty teachers have been receiving the degree at each commencement, but the number of active candidates is dwindling. Some observers have explained this tepid interest in acquiring a bachelor's degree on the grounds that the potential candidates were veteran teachers approaching retirement. On the contrary it should be understood that some of them have been assigned teachers only five years and have thirty years of service before them. The three-year graduates of the class of 1940 were not offered teaching appointments until 1948.

STAFF AND PERSONNEL

The new programs of the Chicago Teachers College have necessitated some

growth in staff. The number of teaching positions currently authorized in the budget, however, is not quite 50 per cent more than it was five years ago. Special care has been exercised to avoid a top-heavy staff. Compared with other colleges of similar size and complexity, the Chicago Teachers College administrative structure presents a very "streamlined" appearance.

Two-thirds of the present faculty have joined the staff in the past five years. Colleges enjoy more freedom in the selection of staff than do the other units in the Chicago public school system. Minimum requirements for employment and certification are prescribed by the Board of Examiners, but college deans are free to nominate instructors from a very wide range of sources. Salary schedules are not fixed and automatic in operation, and placement of the certificate examination at the end of the college teacher's "trial period" also gives flexibility to the employment procedure.

The number of doctor's degrees held by Chicago Teachers College faculty members has doubled in the past five years; compared with other institutions in the teacher education accrediting association, the College now makes a very favorable showing in regard to staff training. Sharp criticism was voiced by one official visiting committee of the fact that the great majority of advanced degrees had been earned in nearby universities. To counteract this admitted condition, much effort was expended in getting Ph. D.'s on the faculty roster from campuses as far away as Columbia and California. Zeal in this project has recently been lagging. With no travel budget for candidate interviews, and with much business to be transacted in person at the central office before tentative employment can be confirmed, it is inevitable that most acceptable candidates should be Chicago men and women.

Fortunately, the pool of available talent in Chicago is a very large one. Most new permanent appointees on the Chicago Teachers College staff have been drawn

from Chicago elementary schools, high schools, and junior colleges. There has also been a loss of personnel to these same institutions. The maximum annual salary of even a department chairman is scarcely more than the minimum paid to Chicago principals. College staff members acquiring the principal's certificate have regularly accepted, often with real reluctance, a principalship as soon as it was offered.

The College has followed the practice of offering interim appointments to many holders of the principal's certificate, retaining them on the faculty until their names were reached for assignment to new duties. Several semesters of work in teacher education have been reported to be excellent professional preparation for the principalship. The College has won many new friends, ex-faculty members, who are now serving in posts throughout the school system. It is helpful to have key administrators in such locations who are able and willing to interpret the program and policies of the institution.

STATE SUPPORT

A growing school needs a growing budget, and the annual operating cost of the Chicago Teachers College has more than doubled in the past five years. The burden of this expense no longer falls entirely on the local taxpayer. Teacher education was first recognized in Illinois as a state function nearly a century ago. This principle has at last been applied to the public teachers college in the county with more than half of the state's population.

The project to get state support for the Chicago Teachers College is not entirely new. Along with the proposal to close the school, repeatedly made in periods of teacher surplus, there was from time to time a suggestion to turn it over to the state. A decade ago a measure was even introduced into the General Assembly to make the College a branch of the University of Illinois. With no support whatever from the University, this bill quietly died in committee.

The successful campaign for state support of the College dates from early 1948. On January 20 the Board of Education passed a resolution directing the General Superintendent of Schools to make a study of the possibility of amalgamating the College into the state system of higher education. His report was presented at the Board meeting of April 28. The "clear and unmistakable" obligation of the state to support public teacher education in this center of population was well demonstrated, but difficulties in the way of outright transfer to the state were also outlined. Joint use of heating and other facilities by four public schools on a single campus presented one difficulty. Another consideration was the fact that in the transfer of the site in 1896, an agreement was solemnly made that the Board of Education, not the state, would forever maintain teacher education thereon.

The report of the General Superintendent directed the attention of the Board to a reimbursement plan used in other large cities by which municipal teacher education was subsidized by state funds. A bill embodying this idea was eventually drawn up for submission to the 1949 General Assembly. Because of the press of other legislation sponsored by the Board, it did not appear strategically wise to introduce the measure then, after all. Before the session had adjourned, however, action was taken which in the end proved conclusive.

The School Problems Commission authorized by the 1949 General Assembly was given the task of reporting to the 1951 session on needed legislation and school appropriations. An appointed member on this Commission was also a member of the Chicago Board of Education. She was able to convince the Commission that its charge from the General Assembly included a consideration of the claim for state support by the Chicago Teachers College. A favorable recommendation followed; the Governor included one million dollars for the College in his budget message, and appro-

priate legislation was unanimously passed by both houses of the Legislature.

When School Problems Commission Number 2 was established to report to the 1953 General Assembly, it seemed only logical to make an initial appeal to this group for increased funds. Presentation of the case was successful and the new Commission recommended a state appropriation of two million dollars for the 1953-1955 biennium. The governor's budget message was again favorable and as this article is being written the appropriation bill for this amount has just received committee approval.

The new legislation will reimburse the Board of Education at the annual rate of \$600 per equivalent full-time student. The number of such students is arrived at by dividing the total semester hours of work registered for by 15. This calculation gave an enrollment of 1,671 on March 1, 1953. Since the auditor of the Board of Education recently determined the annual cost to the Board to be \$603 per student, it will be seen that the state is assuming approximately the entire operating cost. The Board, retaining title to the site and building, has this year authorized a \$300,000 expenditure of bond proceeds for rehabilitation of the College plant.

The achievement of state support goes far in explaining some of the changes recently made by the College in admission, program, and curriculum. Although the College remains an integral part of the Chicago school system, equity demands that its students be freely accepted from anywhere in the state, that its curriculum prepare graduates for teaching anywhere in the state, and that its graduates have no monopoly or even special advantage with regard to Chicago employment.

RECOGNITION AND ACCREDITATION

The statute for state support quite properly required recognition by the State Superintendent of Public Instruction before state funds were forthcoming. The language describing the standards which the

superintendent might set was similar to that used in providing for recognition of the common schools. The formal recognition visit by the state, which was successful in outcome, proved to be more than perfunctory. Searching questions were asked by the visiting committee regarding all phases of College practices and policies.

Only two lines of inquiry brought real discomfort to the staff undergoing questioning. There seemed to be some dismay on the part of the visitors at the practice of charging full-cost tuition during summer sessions, the traditional going-to-school time for teachers. There was also close questioning about the selection of classroom teachers with whom the College student teachers did their practicing. By state standards, these should all have master's degrees. There are not now enough classroom teachers with master's degrees in the College co-operating elementary schools to make this standard an attainable one.

Institutional membership in the American Association of Colleges for Teacher Education, which had been allowed to lapse, was resumed early in 1948. The accrediting function of this group is now performed by an elaborate system of "inter-visitation." The Chicago Teachers College was visited in December, 1951; the inspecting team noted many problems still needing further study and action but the formal report, on the whole, was quite gratifying. Brief quotations follow:

Chicago Teachers College is to be commended for its singleness of purpose, for its clarity in the statement of that purpose, and for its or-

ganization to achieve that purpose, which is characterized by strong leadership and co-operative and friendly endeavor.

It was the opinion of the Committee that it found an able staff and superior teaching at the College. These reflect good policies concerning standard teaching loads, acceptable class sizes, a good personnel record system, good morale, and fine rapport between students and staff.

Membership in the American Council on Education was also resumed in 1948. Membership in the North Central Association of Colleges and Secondary Schools has been continuous since 1941, but successful action was taken to reaffirm listing of the College as a school authorized to give the master's degree. New approval was also sought and obtained for the College to accept veterans of the Korean war, and nine students were enrolled under the appropriate Federal act last fall. With a substantial increase in the proportion of male students, this approval becomes increasingly important.

IN CONCLUSION

The broadened program of the Chicago Teachers College has been possible because the past few years have been a time of teacher shortage and teacher demand. Splendid co-operation and encouragement from the officials in the Central Office of the Board of Education have also been essential. The concept of the College as a service institution for the entire school system has been cordially accepted throughout that system. In response to this warm recognition the staff is resolved to make what has always been an excellent college into a truly outstanding one.

The \$1 million appropriation provided for Chicago Teachers College in the 67th biennium... has proved completely inadequate to cover expenses of this institution. Currently enrolling some 1,600-1,700 students preparing to teach in Illinois schools, and chiefly those of Chicago, the Teachers College performed incidentally the same function as the State's own system of teachers colleges. This consideration justifies State support, and it is proposed that \$2,000,000 be set aside for this purpose in 1953-1955. — Governor Stratton's Budget Message of 1953.

OUR STUDENT TEACHING PROGRAM

MARIE TIERNEY¹

AT Chicago Teachers College, we are convinced that student teaching is the most significant single experience in the professional preparation of a teacher. It is a culminating activity in which the student's total background of general and professional education is brought to bear upon the endeavors in which he is engaged. It presents a variety of stimulating challenges which the student must meet successfully if he is to be effective in his initial work with children and if he is to develop attitudes which will be desirable for his professional career. From all that he has assimilated of the best in educational thought, he must select, clarify, simplify, and organize basic understandings that he can use to promote desirable growth in children. His educational philosophy must be so sound and so clearly defined that it will guide him in establishing climates in which children will thrive mentally, physically, emotionally, and spiritually. His thinking must be so clear concerning the needs and interests of children at various stages of development that he can help them readily to formulate challenging, worthwhile, attainable goals. His understanding of basic curriculum concepts must be so organized that he can provide for meaningful activities through which desirable objectives may be realized. His awareness of varied types of outcomes and of the significance of concomitant learnings must be such that he will select adequate evaluating devices and use them intelligently. If the student is to receive stimulating satisfactions from this first teaching experience, he must be placed in conditions conducive to desirable growth.

The student teaching program at Chicago Teachers College provides the student with laboratory experiences in working with children in either the kindergarten-primary divisions or in the intermediate

and upper grades of the elementary schools of the public school system of the city of Chicago. It is an off-campus program reaching out into several school districts.

The General Superintendent of Schools offers to the Chicago Teachers College the use of the facilities of the schools through the Assistant Superintendent in charge of Elementary Education. He, in turn, authorizes the several District Superintendents to grant permission to the Dean of the College to work with the various schools in their respective districts. From time to time, they submit to the Dean lists of schools whose principals have indicated the willingness of their staffs to contribute to the preparation of teachers. Direct requests to use the services of the schools are made to the principals through the Department of Student Teaching of the College.

Chicago is divided into nine school districts beginning at the northern limits of the city and running parallel to each other from the eastern to the western boundaries. Schools in the five districts nearest to the College are used in the program. Because it is necessary, at present, for students to return to the campus on four afternoons each week for seminars and for other classes, it is not possible to place them in the four most northerly districts. In the past, when other schedules were in effect, schools in those districts co-operated very effectively.

COMPLETE FACILITIES OFFERED

Selections of schools may vary from semester to semester because of certain needs of students in the fields of their specializations, because of requests from the co-operating schools in view of their total educational programs, and because of proximity of transportation for students. The majority of schools participating in the program have worked with student teach-

¹Acting Chairman, Department of Student Teaching

ers over a long period of years; their principals and teachers have become skilled in the art of developing beginning teachers. During the current semester, 78 of the public elementary schools are providing the laboratories in which close to 200 prospective teachers from the College are experimenting with practices planned to assure effective work with children.

The willingness of schools to accept student teachers semester after semester, the daily efforts expended to promote their professional growth, and the enthusiasm with which their successes are noted attest to the fact that the elementary schools of the city accept responsibility for a share in the preparation of capable teachers who will cherish the best of the traditions of the past, who are alert to the strengths of present practices, and who are well equipped to serve as leaders of the professional vanguard of the future. The Chicago Teachers College, working co-operatively with the city school system, has prepared the majority of the city's elementary school teachers and, to a limited degree, has shared its educational product with many of the school systems of the state and of the nation.

Faculties which accept student teachers offer their complete facilities. Students observe in the school as a whole to become acquainted with its offerings. They work directly with classroom teachers and with those in charge of special services, such as the adjustment teacher, the librarian, and teachers of any special divisions, such as deaf-oral, sight-saving, and ungraded. They sit in on certain parent-teacher-pupil conferences, attend faculty meetings, and see the offerings of community agencies to the educational program. They are alert to the contributions of the clerical and engineering staffs to the functioning of the school. The schools give generously of their experience and skill in working with children. The student teachers, in return, bring an eagerness and enthusiasm to the school environment which is stimulating; they serve as sources of new ideas and ma-



Photograph by Murrell Tinsley

Skills Important

terials and become working partners with whom day-by-day classroom experiences may be shared.

OTHER AGENCIES CO-OPERATE

In addition to the co-operating schools, various departments and agencies contribute to the effectiveness of the student teaching program. Several of the divisions of the school systems of the city and state make available a variety of teaching aids, such as curriculum guides, films, and workshop materials of many kinds. Publishers of textbooks on the approved list for elementary schools of the city have submitted copies of their publications. These have been processed and cataloged by the College library staff and are available for circulation to students through the Department of Student Teaching.

PRE-PRACTICE INSTILLS CONFIDENCE

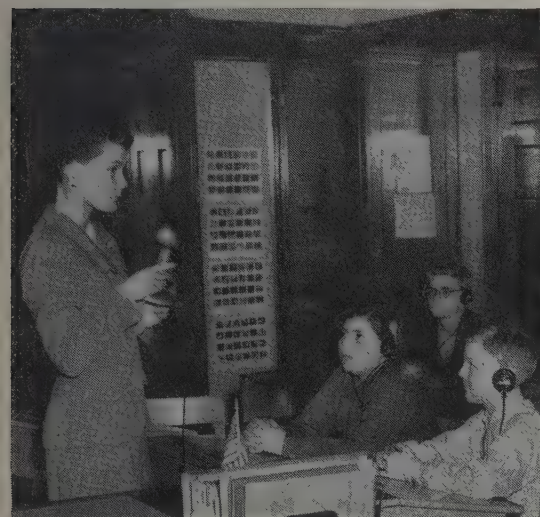
The Department of Education offers a course in orientation to teaching in the semester immediately preceding that of student teaching. It is a prerequisite for the student teaching program. A significant phase of this course is the three-week pre-practice period which is begun about the eighth week of the semester. At that time the student is assigned to the school

in which he will do his student teaching. He observes for a period of a week to get an overview of the offerings of an elementary school and to study a group of children with whom he will work later in the semester. With the needs of these children in mind, he returns to the College to make preparation and to gather materials in order that he and the children may have satisfying experiences through the unit of work which he and they will develop together when he returns to the school several weeks later. Such an initial teaching

ning the student teaching schedule, the principal gives consideration to these preferences as well as to those of the College counselor and the co-operating teachers. This early planning of student teaching assignments gives the student opportunity for specific preparation for his student teaching.

STUDENT TEACHING BEGINS

Student teaching is programmed for either the first or the second semester of the senior year. The student reports to the elementary school each morning of the semester and remains for one full day each week. He works with two groups of children either in the intermediate and upper grades of the school or with the various divisions of the kindergarten-primary field, depending upon the developmental level for which he has made preparation. Students in fields of specialization, such as physical education, home mechanics, li-



Photograph by Murrell Tinsley

Experience in Deaf-Oral

experience helps the student to become aware of his strengths and weaknesses in working with children. To help him further in self-appraisal, the co-operating teacher evaluates the student's effectiveness in teaching and the College counselor confers with him concerning this report. The pre-practice period should help the student to enter his student teaching semester with increased skill and confidence.

At the close of the pre-practice period, the student confers with the principal concerning his student teaching assignments. He may express preferences for working with groups of children, subject areas, and certain co-operating teachers. When plan-



Photograph by Murrell Tinsley

Sources and Resources

brary science, sight-saving, deaf-oral, or ungraded work practice in their special subject areas. They also work with children in the intermediate or upper divisions of the school.

The first two weeks of the semester are devoted to observation and preparation for teaching. The student observes the children with whom he will work in all phases of their school environment. He collects and analyzes data pertinent to them, prepares tentative plans, formulates teaching procedures, assembles materials, and assists the classroom teacher and observes her techniques in working with children. When initial plans are approved by the counselor, the principal, and the co-operating teachers, the student may begin to teach. He assumes a degree of responsibility, commensurate to his status as a student teacher, for the learning activities in a different subject area in each of the two classes with which he works.

The student takes on other responsibilities of the assigned teacher. He prepares the classroom for the morning's activities, conducts opening exercises, records attendance, works to develop high morale in the groups that he teaches, and performs some of the school duties to which the classroom teacher usually is assigned, such as corridor duty or yard duty. He assists the co-operating teacher for one period each morning in order that he may observe the effective techniques of an experienced teacher in bringing about active participation on the part of children. He remains in the school one afternoon each week and follows a planned program of visitation in the library, in the adjustment room, and in the various classroom climates of the school. Frequently he works with a small group of children who are programmed for help with the adjustment teacher.

EXTENSIVE COUNSELING SERVICE

Counseling service is provided for the student through the College and through the practice school. The College assigns a counselor to each group of fifteen to

twenty student teachers. He meets with them in seminar and serves as their advisor in all phases of their student teaching work. He confers with the principal concerning their assignments to co-operating teachers and to classes. He works with students in the development of their planning activities and visits them frequently and at regular intervals to observe the progress of children throughout the semester. He confers with students after every classroom visit and works co-operatively with them in the solution of their problems. He keeps in close contact with their progress through the frequent review of the daily logs which they prepare in order to analyze their teaching strengths and weaknesses.

All of the departments of the College are alert to the needs of the student teachers in their various fields. Their services are available at all times throughout the semester to the students who need them. In the several specialized areas, such as physical education, home mechanics, music, and library science, a departmental instructor keeps in close contact with progress of students through additional seminar meetings and through classroom visitation. The student teaching counselor serves as co-ordinator between these various departments and the practice schools.

The co-operating schools offer counseling of both a general and a specific nature. Principals are concerned with the adjustment of students to the total school environment, their readiness to work with children and their effectiveness in teaching, their ability to co-operate with members of the staff, the initiative that they display, their sense of responsibility and of service to the school and to the community, their professional attitudes and outlooks. Principals provide for counseling in these areas through the induction programs that they conduct, through occasional classroom visits and conferences, and through casual observations and comments throughout the semester. Classroom teachers take

over counseling in the specific areas of planning, adjustment to individual children and to groups, establishment of desirable classroom climates, choice of learning activities, use of effective methods of teaching and evaluation, management of routines. They follow a planned program of observation throughout the semester, modifying procedures as students develop strength and independence. They are in daily contact with students teaching and do much of their counseling through the informal planning and evaluating that they and the students do together.

SEMINARS ANTICIPATE SUBSTITUTE
TEACHING

Three hours of seminar are held weekly during the student teaching period. One of the major functions of the seminar is to help students identify and analyze problems that are encountered in working with children. Helping students develop independence and confidence in methods of attack and solution of problems and in techniques for evaluating results increases their professional alertness and growth.

The seminars are held at the College under the guidance of the counselor. Some of



Photograph by Murrell Tinsley

Co-operative Learning

the sessions are conducted as forums in which problems common to inexperienced teachers are presented for group analysis. Others take the form of workshops in which desirable classroom procedures are developed. Some are devoted to demonstrations of successful teaching methods used by student teachers at which children's work is displayed. A number of the meetings are given over to discussion of pertinent professional literature. Frequently, several of the seminars meet jointly for the presentation of guest speakers or for the viewing and discussing of professional films.

During the practice teaching period, students look forward to the time when they will serve as substitute teachers in the city's schools. They anticipate types of problems that they may encounter in that role. Seminars help to analyze such problems and to organize the thinking of groups concerning them. In preparation for teaching at the many grade levels of the school, students review the philosophy of the Chicago Public School System and its statement of the major functions of living. They re-examine the purposes of education at the several developmental levels and become more familiar with areas of learning suggested for the various grades.

From viewpoints gleaned through discussion of the role of the substitute with experienced teachers and with substitutes themselves, students come to understand the types of situations that substitutes meet and the qualifications necessary to do effective substitute teaching. They are alert to kinds of responses that children make to various substitutes that come into the schools and seek to analyze children's reactions to themselves when they, as student teachers, are offered an occasional opportunity to take over an unfamiliar, additional class. From insights such as

these, students formulate plans of action with which to experiment in their forthcoming substitute work.

Seminars undertake a group project concerning substitute teaching to which each member makes significant contributions. Cognizant of the differing requirements peculiar to substituting for a single day and for an extended period of time, they organize plans of procedure that will assure worthwhile, interesting experiences for children in the primary, intermediate, and upper levels of the school respectively. To enrich the one-day period of substituting, special study is made of types of concepts that can be developed with children in single periods. The value of such a project lies not in the specific plans that are assembled, but rather stems from the insight which the individual student gains from his study of the problems and from the confidence that he develops in his ability to do effective work in this phase of teaching.

COMPETENT TEACHERS PREPARED

In order to widen the horizons of students and help them become aware of conditions which affect learning, they are given opportunity to visit a number of schools in the Chicago area. They observe in private laboratory schools, in public schools for the physically handicapped, in centers for the socially maladjusted, in modern school buildings, in suburban schools, and in those in congested city areas. The total offerings of the Chicago Teachers College in general and professional education prepare competent teachers for the children of the community. At the termination of the induction period, provided through the student teaching program, students are ready to launch, with confidence and enthusiasm, on careers that give promise of real rewards.

The pupils in a good school are taught by teachers who are well-trained both by academic standards and by constructive experience.
—Report of the Illinois School Problems Commission, 1951.

THE LIBRARY, A SYMPOSIUM

Recent Library Developments

FRITZ VEIT¹

CHICAGO Teachers College and Wilson Junior College are served by a joint library. Its primary goal is to provide materials needed by the faculties and students of both institutions. The library needs of the colleges change as their objectives change. The Library staff translates its awareness of the fluctuations and modifications in college objectives into corresponding changes in the policies and objectives of the Library.

While the character of the Library is determined by the requirements of the two colleges, its collection is frequently found useful by other members of the community. It makes its resources freely available to any member of the Chicago School System. Numerous instructors who continue their education in a formal or informal manner are among its regular users. Alumni not connected with the public school system are permitted to use it at any time for reference purposes. Residents of the community at large interested in some of its unique materials are also granted reference privileges.

LIBRARY A COMMUNICATION CENTER

In keeping with modern theories of library administration, the Library has gradually broadened its scope to become the center for all media of communication. Books and periodicals remain most important. They represent the bulk of the collection and demand most of the staff work, but pictures, films, and filmstrips play an ever-increasing role as teaching and learning devices.

The establishment and growth of the Audio-Visual Center as part of the Library is evidence of this trend. Only two years ago this department's work was limited to a few showings a week. At present, its work load has increased almost

tenfold. More recently the Audio-Visual Center instructed prospective teachers in the use of audio-visual equipment. The Center's work is described more fully elsewhere in this issue by Philip Lewis and William J. Quinly.

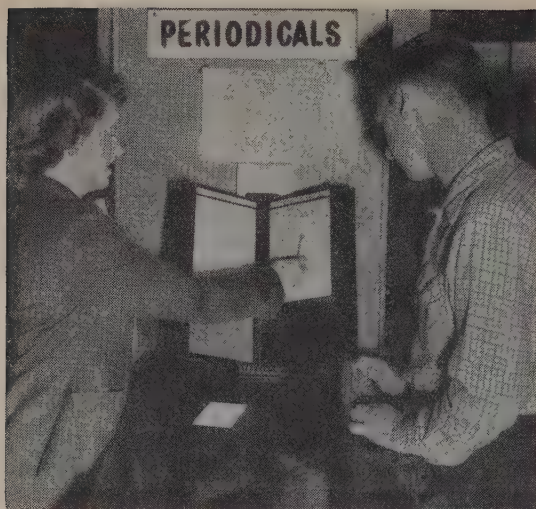
Another recent development which furthers the integration of the Library into the teaching process is the establishment of the Elementary School Collection. A rather small assortment of children's books has grown into a collection of about 7,000 carefully selected representative titles. Pictures, pamphlets, resource units, and other materials on the elementary level, combined with the books, make this area a modern Materials Center. It is described in greater detail in another article in this issue by Eloise Rue.

Emphasis on contemporary affairs and on independent research has been responsible for a considerable strengthening of the periodical resources. A number of new titles were added to the subscription list. Gaps in incomplete sets have been filled. Membership in the United States Book Exchange, a non-profit organization, has made possible the acquisition of many items no longer obtainable through commercial channels.

The periodical collection is highly diversified. It ranges from the scholarly to the entertaining; from learned journals such as the *American Mathematical Monthly*, *Chemical Abstracts*, and *Physiological Zoology* to popular titles such as *Better Homes and Gardens*, *Holiday*, and *Colliers*.

The reorganized Periodical Department in the East portion of the Main Reading Room houses both the bound volumes and the unbound issues which were transferred

¹Director of Libraries



Photograph by Murrell Tinsley

Periodical Index Explained

there from their separate locations. Because of the physical closeness to the Reference and Circulation Departments, the periodical resources can easily be coordinated with the book and pamphlet materials.

PARTICIPATION IN TEACHING PROGRAM

The Reference Department offers all the conventional reference services. In addition, it is participating more and more in the formal teaching program. At the beginning of each semester the Reference Librarian, assisted by the Periodical Librarian and other professional members of the staff, lectures to student groups within the framework of Wilson's Freshman Orientation Program. On request, the Reference Librarian presents to other groups bibliographical resources pertaining to a topic under class discussion. Similar services are offered to Chicago Teachers College students. The major responsibility for the systematic presentation of resources to the Chicago Teachers College students has been assumed by the College Library Science Department.

The Circulation Department of the Library is open continuously from 8 a. m. to 9:30 p. m. It is responsible for keeping the

collection in good order and for making the books available with as little red tape as possible. The special library card has been discontinued and the student's identification card is accepted as evidence of his eligibility to withdraw books. Likewise, any member of the Chicago School System may withdraw books upon presentation of his Employee's Identification Card.

Student reading is encouraged in numerous ways. Stacks are open to permit browsing. An unlimited number of two-week books may be withdrawn. Copies of the monthly list of selected new titles are placed on the Reading Room tables. Book jackets are displayed at the Circulation Desk. Outstanding new books are occasionally reviewed in the college newspapers by students. Students also participate in the selection of titles purchased with special funds, such as the Window Breakage Fund.



Photograph by Murrell Tinsley

Using Card Catalog

The aim of the Library Staff is to maintain a well-rounded and up to date collection. As much attention is given to the weeding of the collection as to the acquisition of new titles. In these processes the

Library has had the assistance of both faculties. As a result of this co-operation, the Library continues to move toward its goal: a book collection fully geared to the changing needs of faculties and students.

New Library Services at Materials Center

ELOISE RUE²

FOR many years, in the east corner of the reserve book room at Chicago Teachers College, there were two or three thousand children's books. Some of them were gifts dating back to the turn of the century and their dingy covers overshadowed the attractive new ones.

When a Department of Library Science was created in 1946 with a full-time instructor, attention was focused on this collection. As with gardens, so with libraries; it is best to prune old foliage. In spite of expressed fear that the collection would dwindle away, unattractive and outdated books were pulled, and interested departments agreed that the books be withdrawn from the shelves permanently. An early class of extended day school in-service teachers, studying the library as a service agency, made further suggestions for discarding useless and unused books.

As attractive modern books were gradually added, with concern for the practicing seniors as well as the students of children's literature, the shelves grew brighter and a greater use was made of the books. An attempt was made to give some service in helping students select materials whenever time was available.

Meanwhile, talks to inform seniors of the collection and of other printed materials useful in elementary teachings were initiated with the co-operation of the supervisors of practice teaching.

A library science class of in-service teachers studying reference materials collected Campbell's soup boxes, which hold manilla file folders conveniently, and began as a project the collection of pam-

phlets, clippings, and other free and inexpensive printed material. Learning to organize this material proved to be valuable training. Later an old filing cabinet replaced the pasteboard boxes. Government agencies, state, city, and national; commercial agencies, including travel agencies, manufacturers, railroad and steamship lines; embassies and consulates of foreign governments were circularized with requests for maps, pamphlets, booklists, charts, and other materials. These were carefully examined to see if they were free from distorting propaganda and if they had positive contributions to make to the elementary school curriculum in Chicago. A mimeographed paper, "Sources, Evaluation and Organization of Materials for the Vertical File," was prepared, with the aid of one of the supervisors of the Board of Education Library, for use by the students. In 1952 it was distributed to all schools in Chicago by the Department of Instruction and Guidance.

To accommodate the growing collection, two rooms were equipped as a library laboratory. Here one will find five files containing four drawers of pictures moved from the old periodical room, units contributed by the Education Department, and representative courses of study ordered by various departments. More cabinets have been ordered to house the growing collection of pamphlets which reference classes and student assistants are trying to find time to organize as fast as possible. Thirty-five bookstacks house the present collection of over seven thousand chil-

²Chairman of the Library Science Department

dren's books. The English Department found it best to house its children's literature books here and these were processed as regular library books; many copies of Newbery and Caldecott award books were added. Titles in great demand for required reading are placed on three-day reserve contributing to ease of use by students in many classes.

The Education Department obtained a representative textbook collection which was cataloged, identified with a T, and shelved in the Education Department. Author, subject, and title cards are filed in with other cards in the twenty-four drawer card catalog of the Materials Center. Colored cards will soon be placed in this card catalog to indicate subjects of material housed in the vertical file drawers, and rolled maps and charts stored in a cupboard.

The *Subject Index to Children's Magazines* is available and a number of chil-

dren's magazines listed therein are recent additions to our material.

INTEGRATED TEACHING PROGRAM

The nature of the lectures to the senior seminars has changed, and now a one-hour talk concerns the types of services obtainable at the Center by practice students. It also points up to the senior the services of the Chicago Public Library, of the Board of Education Library, and of the Illinois State Library, as well as of the instructional materials at the Board of Education.

A lecture is given to social science methods classes, both undergraduates on the junior level and extended day classes. This is a one-hour study of reference materials. Circulating fiction and nonfiction, series and individual titles in the biography, history, and geography areas, as well as children's encyclopedias, almanacs, handbooks, booklists, and pamphlets are discussed.



Student Teachers Assist Accelerated Readers

Photograph by Murrell Tinsley

To supplement all integrated and special lectures, and for the convenience of students, reference shelves in the Materials Center have been expanded to include play and poetry indexes, almanacs, dictionaries, subject handbooks, and author information, as well as the most recent edition of each of the three encyclopedias recommended for use in the Chicago elementary schools.

Several filmstrips are being planned to point up local reference opportunities, and specific reference tools. It is hoped to have one or two of these ready by the fall of 1953 to use with the freshman orientation classes.

TRAINING FOR SCHOOL LIBRARIANSHIP

All extended day classes are being held at the Board of Education during the fall and spring semesters, which is a central location for teachers from all over the city. These, and classes held each summer on the campus, are primarily to accommodate teachers who wish to take the library sequence of five undergraduate three-hour courses. They may obtain them within twelve months by attending all year, or in two years by attending only in the fall and spring semesters. The courses are identical with those offered to undergraduates, and have been accepted as prerequisite library credits by schools offering a master's degree in library science. Campus students with irregular schedules may enter one of the downtown or summer classes. The five courses offered are those required for placement in a Chicago elementary school library. In addition, in 1952-1953, two graduate courses were offered for the first time.

Every possible attempt is made to correlate the courses with the functioning of the Materials Center, and with actual elementary school library work. Sixth semester students studying reading guidance for the upper grades are given the opportunity to work one hour a week with a group of accelerated fifth, sixth, and seventh grade readers from the Parker Elementary



Photograph by Murrell Tinsley

Individual Reading Record

School, located on the campus. Library science students supervise, observe, suggest reading of one or more individual pupils from this group, as well as participate and lead in group reading activities. The children are readers who appreciate the privilege of coming regularly to the Materials Center of the College to borrow books as well as to their own school library. College students in this class have asked each year to have this part of their reading guidance program continued and feel that it gives them confidence in handling practice teaching. Classroom teacher and principal likewise feel that pupils benefit greatly from this activity.

Each student studying processing of library materials handles the complete processing of from five to seven new titles being added currently. Pairs of students acquire actual experience in inventory. Summer school classes obtain practical experience at the circulation desk.

Reference materials classes help prepare vertical file materials and participate in their evaluation. More mature students in summer school often help to decide what older material should be discarded.

Each senior who has completed the fifteen hour sequence takes a one-hour seminar in addition to his education seminar. Practice schools for library minors are

chosen with the help of the South Side elementary school library supervisor. Half of the student's practice teaching time is spent in the library teaching the use of the library, preparing story hours for younger grades, doing reading guidance with classes or individuals, cataloging, preparing classroom collections, and other professional activities. This additional hour credit will give undergraduates the sixteen hours soon to be required to meet state standards in Illinois.

Over six hundred persons have received instruction in one to seven courses, either in day or extended day classes since the Library Science Department was organized. In addition to almost two hundred of the incumbent librarians trained during this period, many undergraduates have taken one or more courses as electives, and inservice teachers have taken them for promotional credit. Classroom teachers and adjustment teachers have found them val-

uable. Students moving to other states have found their library credits accepted.

More help has been needed to care for the constantly enlarged demand for reference service which these orientation lectures and over seven thousand children's books, plus the pictures and pamphlets, have created. At present the Library Science Department consists of two full-time professionally trained library science teachers, one full-time clerical assistant, plus some additional clerical and student help. The Center is open from 8 a. m. to 4:15 p. m.; use is made of it not only by the undergraduates but also by extended day students.

The philosophy of the Materials Center is realistic. We teach that the library is a service agency and that it exists to further the over-all objectives of the school. We constantly attempt to demonstrate this to our faculty and students.

Audio-Visual Center Extends Training Resources

PHILIP LEWIS³ AND WILLIAM J. QUINLY⁴

THE program of continuous curriculum revision underway at the College aims to provide experience in the latest techniques and devices found to be valuable for the training of resourceful and creative teachers. One of the professional courses has as its specific objective and special emphasis the presentation of general principles of teaching combined with the practical means of implementing these concepts in classroom and school situations. To this end an integrated approach is vital and requires the employment of facilities and personnel beyond the confines of a single classroom. Utilization of the Materials Center, described elsewhere in this issue, is one means. Using the facilities of the Industrial Arts Laboratory is another; it encourages students to design and construct teaching aids to meet specific needs in initial teaching ventures.

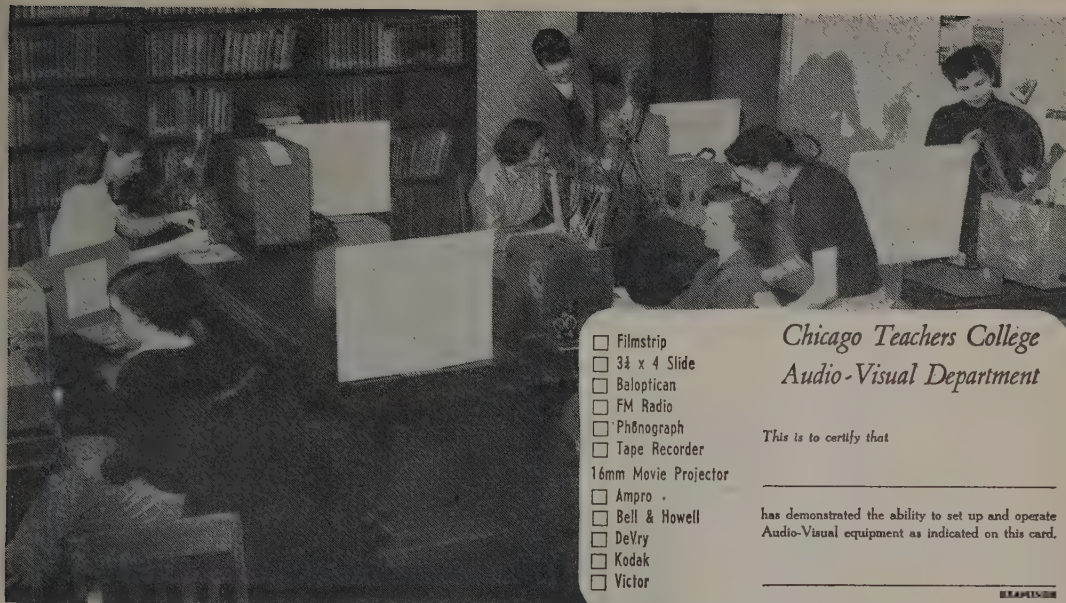
Workshops, by using aids to instruction as integral parts of lessons, give direction as



Photograph by Murrell Tinsley
Student Previews Films

³Chairman of the Education Department

⁴Head of the Audio-Visual Center



- ☐ Filmstrip
- ☐ 3 1/2 x 4 Slide
- ☐ Balopticon
- ☐ FM Radio
- ☐ Phonograph
- ☐ Tape Recorder
- ☐ 16mm Movie Projector
- ☐ Ampro
- ☐ Bell & Howell
- ☐ DeVry
- ☐ Kodak
- ☐ Victor

Chicago Teachers College Audio-Visual Department

This is to certify that

_____ has demonstrated the ability to set up and operate Audio-Visual equipment as indicated on this card.

ELAPR 1953

Pre-Practice Students Acquire Skill in Audio-Visual

Photograph by Murrell Tinsley

well as perspective to the employment of these resources. Finally, the Audio-Visual Center contributes to this total experience goal by developing skill and competence in the actual manipulation of multi-sensory devices.

COMPREHENSIVE CENTER ENVISIONED

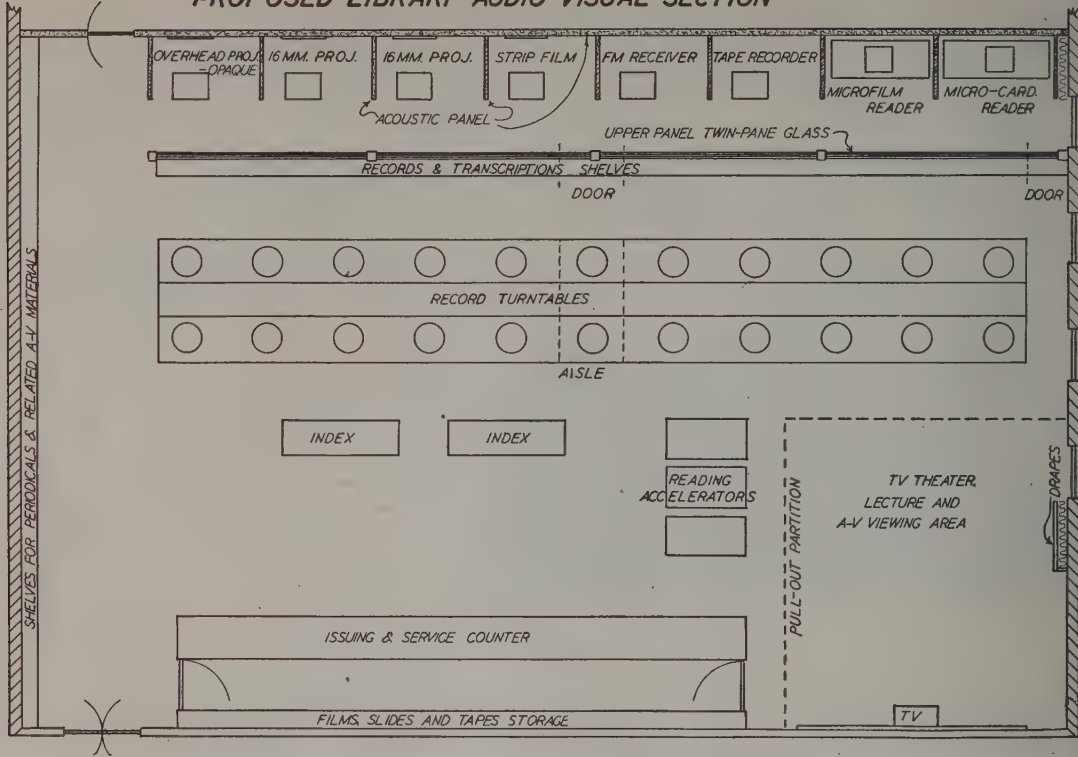
The Audio-Visual Center, in its present phase of development, operates as a demonstration area and as a service organization to both staff members and to students of the Chicago Teachers College and the Wilson Junior College. This is the initial step toward the realization of a comprehensive project blueprinted almost two years ago. In its completed form the east half of the Library's Reserve Room will be partitioned and arranged along the lines detailed in the diagram. Here students will utilize items of A-V equipment with the same degree of freedom that is now associated with selecting a book from the reference shelves. The special facilities planned include an acoustically treated booth to permit previewing and evaluating pictures, maps, graphs, and charts adapted to opaque projection. Two additional cu-

bicles have 16 mm motion picture machines equipped with short focal length



Photograph by Murrell Tinsley
Minor Maintenance and Repair

PROPOSED LIBRARY AUDIO-VISUAL SECTION



lenses for similar use in connection with films. Still another booth permits the viewing of filmstrips with or without sound as well as 2" x 2" and 3 1/4" x 4" slides. The last booth is fitted with tape recorders for speech work. In all instances where audio reproduction is involved, headphones will be utilized. Multiple jack outlets allow as many as four persons to monitor in each of these enclosed areas.

Brilliant images, resulting from the small screen size employed, make viewing possible under daylight conditions. An added feature of the installation is the design of the equipment mounts. These have been styled for rapid conversion to safe storage chests when the machines are not in use. Such an arrangement operates much in the same manner as the typewriter desk and makes unnecessary the daily removal of these units to a central vault.

The Phono, Tape, and FM/AM Listening Table has 78 and 33 1/3 rpm turn-

tables for playback of transcriptions as well as conventional recordings. The magnetic tape machines are modified to playback only, which eliminates the possibility of accidentally "erasing" material. The FM/AM receiver is included to make available educational broadcasts and other pertinent programs. A separate selector switch at each phono position makes it convenient for each operator to choose among the offerings from three tape machines, the FM/AM receiver, or the local phonograph. Here, too, listening is accomplished through the medium of headphones.

The Phono Listening-Conducting Table has a specialized function — to provide facilities for music students to listen to symphonic selections and at the same time visually follow the music on the scores. The inclined sides of the table top furnish the proper support for the sheets. With this feature, simulated directing is also possible.

The Television Theater and Audio-Visual Viewing Area is designed as a flexible and adaptable setup to serve groups of medium size. Here televiewing, film screening, and discussion sessions can be held. The pull-out partitions free the area for other purposes when it is not so divided. A mobile projection TV receiver is specified to allow the use of this item of equipment in a variety of locations and situations.

The increasing popularity of reading accelerators justifies their inclusion in this section. Students can prepare practice units and become familiar with the operation of the device. Additional machines will be installed in the Reserve Room to permit students to work regularly and systematically to improve their reading proficiency. A microcard reader and microfilm reader are also shown in the plan. Identical equipment on a more extensive basis is scheduled to be placed in the Periodical Department.

The Audio-Visual Center will be a depository for slides, tapes, records, transcriptions, mounted pictures, suppliers' catalogs, and pamphlets needed in connection with the activities described. It is intended to permit withdrawal of certain of these materials for home study. Library personnel will be stationed at the service counter and will also arrange for the ordering and the showing of pertinent materials. Assistance will be given in problem

situations which involve the various resources.

MANUFACTURERS LOAN EQUIPMENT

The challenge of counteracting obsolescence of expensive equipment and the desirability of being able to introduce the latest A-V items to teachers and students have been met through the present implementation of the Center. Here is available an extensive collection of the most recent models of equipment supplied on loan by selected manufacturers. The staff of the Audio-Visual Center gives instruction and provides opportunities for supervised work with the machines. Pre-practice students are scheduled for instruction in equipment operation by the classroom teacher. After a series of orientation experiences, the Center is opened without such scheduling to permit students to qualify for proficiency checkouts. When these are successfully completed, a validated card certifying these skills is issued to each candidate. Such action offers mutual benefits to the beginning teacher in terms of self-confidence in ability to operate the machines and assurance to the school administrators that expensive equipment will not be abused. Such experience also develops a basis for critical evaluation in terms of future equipment selection and purchase. Invitation is extended to all teachers to avail themselves of the resources of the Center in the same way in which utilization is made of the other departments of the Library.

"A good common school education" may be defined as the school program which provides for all children the kind of learning experiences which are now understood by Illinois citizens as best calculated to serve the needs of our society. — Report of the Illinois School Problems Commission, 1951.

THE BROADER CONCEPT OF THE COMMUNITY

Co-operative Activities Between Education and Industry

MURIEL BEUSCHLEIN¹

RECENT years have brought a great increase in the amount and variety of activities in which education and industry are co-operating. The reasons for this increased co-operation stem from both education and industry. Each, in seeking for its own improvement, has come to recognize that assistance can be gained from the resources of the other.

The administration and individual staff members of the Chicago Teachers College have interested themselves to a considerable degree in developing co-operative activities with industry. Examples of such co-operation include fellowships; the loan of equipment; participation in conferences; consultant services in the preparation of industrial materials; use of industry-sponsored material in classrooms; preparation of bibliographies of industry-sponsored materials; demonstrations by industry personnel; contributions to journals; consultant services in the evaluation of curriculum materials; co-operation on professional problems in such fields as health, medicine, television, and conservation; increased use of acceptable industry-sponsored curriculum materials, etcetera.

SUPPLEMENT LISTINGS VALUABLE

Various members of the College have collected and evaluated free and inexpensive materials in the broad academic areas and prepared a listing of them so that all classroom teachers could profit from this work. These listings were published in the form of Supplements to the CHICAGO SCHOOLS JOURNAL. The first to be published was in October, 1949. Compiled by Muriel Beuschlein and James Sanders, it was entitled *Free and Inexpensive Teach-*

ing Aids for the Science Teacher. A revision of this Supplement, entitled *Free and Inexpensive Teaching Materials for Science Education*, was published with the January-February, 1953, issue of the Journal. Other Supplements are *Mathematical Teaching Aids*, compiled by Joseph J. Urbancek; *Free and Inexpensive Materials for Social Studies*, compiled by Frederick K. Branom; and *Free and Inexpensive Teaching Aids for the Language Arts*, compiled by Irwin J. Suloway.

The extensive distribution that has been made of these Supplements and listings and evaluations of this material in educational journals not only assist the teachers of special subjects, such as science, conservation, and social studies, but also assist industry in disseminating its viewpoint in these fields and in making students and teachers aware of specific problems in these areas and of new materials as they are available.

Both education and industry have gained in the conferences on specific items and problems which give promise of increased mutual benefits. The consultative services of staff members and their evaluation of materials have assisted industry with its problems of producing acceptable supplemental curriculum materials as well as with its problems of training its own personnel. Industry likewise has profited materially from the research findings made available to it.

Teachers who are using carefully selected supplemental materials from industry, such as movies, filmstrips, display kits, samples, pamphlets, pictures, charts, and maps, are aware of the help these materials

¹Student Teaching Counselor

provide in supplementing text materials, opening new areas of interest, stimulating discussion, enriching the program, and training in "research reading." Through their use these teachers are developing a more alert group of students whose knowledge is made more comprehensive and up-to-date than would otherwise be possible.

The many foreign visitors who have been guests at the College were impressed by the vast quantities of teaching aids which business and industry prepare for and distribute to our schools. They were amazed at the wide assortment of items and the availability of these helps. The fact that many teaching aids could be obtained in large quantities for class use met with favorable comment, as no such material was known to be available from industry for schools in other countries.

LOANS AID AUDIO-VISUAL PROGRAM

The loan of audio-visual equipment has proved valuable to the students and the College program. With the rapid development of devices in the audio-visual field, new equipment is developed more rapidly than it can be purchased by the College. It is essential that beginning teachers become acquainted with the potentiality of these devices for re-enforcing instruction. To this end arrangements have been made with equipment manufacturers to supply on loan their very latest products for instructional purposes. These have been set up in the audio-visual section of the library and instruction, leading to proficiency check-outs, is supplied.

Education and industry are also co-operating in the promotion of education in the field of television. For a considerable period an educational program sponsored by an industrial organization was produced by a member of the Chicago Teachers College faculty who also serves as television editor for two audio-visual journals.

Another co-operative activity involves the use of faculty personnel in the field

of medicine. Members serve as consultants for the development and distribution of materials for student and teacher use to extend knowledge of medical advances, and as technical research consultants for the development of devices for a specialized area of the medical profession.

Industrial personnel are invited to serve as class resource people; educators are asked to speak to industrial groups and work with professional or civic organizations. The contributions of industrial personnel in giving demonstrations and writing for educational journals have been of great benefit to faculty and students. Representatives who participate are frequently surprised and gratified at the interest, alertness, and comprehension of the students. Students who participated in well-planned visits to plants returned with knowledge and understanding which could not be gained from much greater periods of time in the classroom alone. In every instance the benefits from well-planned and well-executed activities accrue to both education and industry.

WIDER HORIZONS POSSIBLE

Despite the marked progress which the College has made in promoting co-operative activities between education and industry, it is evident from the wide array of possible activities that there are many more which could be profitably explored. It is also quite probable that a considerable number of activities which involve individual faculty members could be increased in scope.

A careful analysis of the need for more adequate scholarships and more effectual work opportunities might form an interesting area of investigation. Expansion and improvement of the program of plant visits would pay dividends. A review of the full potential of the faculty members as resource people and consultants would undoubtedly reveal many unusual abilities which are not currently used. Industry might well supply us with a more complete and adequate list of speakers who would

be available for classroom presentations at the request of individual teachers.

A recent study² used a jury of 225 industrialists and 274 educators to appraise the relative importance of forty-eight co-operative activities between education and industry. The results of this appraisal indicate that both educators and industrialists rate the merits of personal co-operation as being relatively as great as financial aid. From this study it also ap-

peared that there is a great need for the development of a better two-way communication between these two groups. The establishment of a more complete system of communication between education and industry is a co-operative activity in itself and the benefits to both worth the effort.

² "A Study of the Extent, Nature and Problems of the Relationship between Industry and Education in Connecticut during the First Half of the Twentieth Century. By F. Kenneth Brasted. New York University, New York, February, 1953.

International Hosts

PEARL B. DRUBECK³

CHICAGO Teachers College had the privilege of acting as host to two significant community projects in international relations during the past school year. Guest teachers and administrators from ten countries visited the College, and students from about forty-five countries were entertained at a Christmas

holiday student center by Chicago Teachers College students, in conjunction with a project of the Institute of International Education.

Through the efforts of Russell Wise of the Education Division, U. S. Public Affairs Field Center in Hannover, Germany, and Paul S. Bodeman, Division of International Education, U. S. Office of Education, Washington, D. C., twenty-five foreign educators, who visited the United States on pre-arranged educational tours, made the Chicago Teachers College their center of activity while in Chicago. The countries and number of representatives were:

Germany	13
Sweden	3
Korea	2
Union of South Africa	1
Egypt	1
Norway	1
Japan	1
Denmark	1
Philippines	1
Greece	1

THE COLLEGE FACULTY PARTICIPATES

The guests were interested in observing and studying teacher-training methods, school and classroom management, and school activities at all educational levels in this country. The College presented a unique opportunity for them to visit many



Courtesy of the Y. W. C. A.

East Meets West

³Education Department

areas of public education, concentrated within the limits of one campus. Dean Raymond M. Cook welcomed the visitors and presented them to College department heads and other staff members, who then arranged schedules of observation and visitation for them. When requested, the Dean's office booked suitable housing and made other provisions for helping the guests fulfill their objective of seeing representative American life and education. Every attempt was made to set the visitors at ease and to introduce them to typical American activities through suggested visits to museums, homes, and business and industrial centers of Chicago. Usually, the guests were entertained at luncheon in the school cafeteria by College faculty members.

Educational activities experienced by the groups included visits to College classes; tours of Parker Elementary and High Schools; inspection of audio-visual, library, and health facilities in the schools; introduction to curricular and extracurricular programs; participation in current school projects; and speeches to classes, the activities depending on the special interests of the visitors.

At Parker, the education of children with hearing defects proved especially interesting to many of the visitors, as did the Chicago Schools Journal office at the College, which served as headquarters for some. There they received back copies of the Journal, had their names placed on the mailing list for future issues, and spent pleasant hours studying the Journal office collection of attractive children's books. Great enthusiasm was expressed for the arrangement of the Chicago Schools Journal office in the College Building.

Hospitality shown the foreign guests by staff members was mutually gratifying. It provided a unique opportunity for the Chicago teachers to broaden their own understanding of educational systems and problems in other countries, and gave the visitors a personal experience with American operations and objectives in

education. In all cases, the resultant comradeship and discovery of common interests with fellow teachers from other lands was exceedingly worth-while.

CHICAGO TEACHERS COLLEGE STUDENTS ACTIVE

The second part of the College international program for 1952-1953 was conducted largely by students, through arrangements made by the Institute of International Education and the Y.W.C.A. With approximately 10,000 foreign students studying in midwestern colleges, the Institute was concerned about providing recreational activities for them in Chicago during the Christmas holidays. A meeting was called in November 1952 to discuss the project with representatives of thirty volunteer agencies participating, including two faculty members of the Chicago Teachers College. The committee made plans for a holiday center to be maintained at the Y. W. C. A., 59 East Monroe Street, where the foreign students could register



Courtesy of Chicago Sun-Times
Serving International Guests

and find information about housing, restaurants, and recreation in the Chicago Area. Foreign student advisers in the colleges were notified, and the Center was publicized locally and in the colleges and universities of the Midwest.

The Institute succeeded in arranging the following recreation for the visitors:

- 16 tours to points of interest in Chicago
- 12 sets of free tickets to theaters and games
- Invitations to home dinners and parties
- Tea parties given by contributing groups each afternoon at the Center

The Y. W. C. A. donated space for the Center, in addition to facilities for television viewing, ping-pong tables, dancing, shower baths, cafeteria service, and general social visiting. The Center was open from 9 a. m. to 9 p. m. each day, and volunteer hostesses served during these hours of the entire holiday period, December 20 to December 31.

One hundred twenty volunteers from the associated agencies served the center, many of them students of the Chicago Teachers College. Since this college is unique in drawing students almost exclusively from Chicago, most of them are in town during the Christmas holidays, and, since the school is typically a Chicago institution, the students were exceptionally qualified to serve, as a group, in the Center project. They followed a schedule of service for given periods each day, manning the information and registration desks, welcoming the visitors, providing necessary information, and frequently accompanying groups on trips and to places of amusement. One evening party for twenty-two foreign students, hostessed by Chicago Teachers College girls, was given at the home of the faculty member of the committee.

The College students performed their functions faithfully and well, and were commended by Louise Leonard Wright, Director of the Institute of International Education, in a letter to Dean Cook. Par-

ticipation in the Holiday Center was an excellent educational, social, and service experience for them. The educational effects of association with students from other countries are obviously significant, but, in addition, the young people found a community of interest in the Center, and a wholesome, co-operative spirit of fun and sociality prevailed. There seemed nothing unusual about a gay, intimate group composed of students from China, the United States, Israel, and Africa grouped around a tea table, or about French and German students playing ping-pong together. One evening, a vivacious Greek girl gaily organized a restaurant supper party consisting of students from ten different countries.

The closing of the Center was a sad event for all who shared in the project. The Y. W. C. A., however, has continued to arrange hospitality for foreign students from time to time, and the Chicago Teachers College students are included in the invitations. A large and successful party was held at International House in January, and an "Austrian Night" party at the Y. W. C. A. in March. Plans are in progress for a continuous program throughout the year, as well as for an extended Holiday Center for Christmas of 1953. Some provision may be made for summer activities for foreign students. The number of foreign guests served to date is estimated at 127 to 200, representing 41 to 50 countries.

The Chicago Teachers College faculty and students consider themselves especially favored in having had this opportunity to enjoy the international host project. Good will, increased understanding, and better intercultural and international relations must certainly be sufficient reward for the participants, individually and nationally. But when such outcomes are coupled with pleasurable sociability and the possibility of warm, personal friendships, the value of the project is beyond measure.

SPEECH ACTIVITIES

ROBERT WALKER¹

NURTURING the creative impulse is a pedagogical goal frequently realized in extracurricular activities. The large, heterogeneous group known as Theatre Workshop claims this as one of its constant achievements.

Intermittently active since 1905, the dramatics group has continued to perform its main function of enriching the lives of the students, the school, and the community. In the fall of 1952, speech was instituted as a formal class subject; dramatics was instituted as a club activity five years previous. Now this successful club with a membership of over one hundred participating students has outgrown its small headquarters. Such popularity seems to support the feeling that dramatics in a teacher training institution may serve, among other things, as a successful substitute for spectator sports.

Where else could students find better motivation to learn the technique of dramaturgy so helpful in making a teacher effective and inspiring in classroom presentations, or competent in the many small scale productions popular in the elementary schools? Speech programs, and dramatics in particular, possess potentialities for helping members attain the desired goals of all educators: character, competence, social effectiveness, and economic efficiency.

VALUE TO STUDENT

Dramatics offers both immediate and future benefits of a cumulative nature. Through participation the student actor or technician is afforded an opportunity for distinction, the satisfaction of participating in group activities, and the benefit of personal adjustment to a variety of situations and pressures. Thus skills are taught along with the understanding and appreciation that comes from working with one of the most demanding of the arts. De-

spite daily rehearsals and crew work, successful participation in extracurricular activities often encourages students to work to capacity and helps vitalize their stay at the College. Integration of the drama with other courses and clubs offers unique advantages to the school and Theatre Workshop.

Co-operation with the faculty and students in these groups assures widespread interest in the productions; each has a special contribution it can make to the success of a well integrated program. Thus the planning and programming of a varied bill for the year adheres to the standards of the American National Theatre Academy and the American Educational Theatre Association, with which Theatre Workshop is affiliated.

VALUE TO SCHOOL

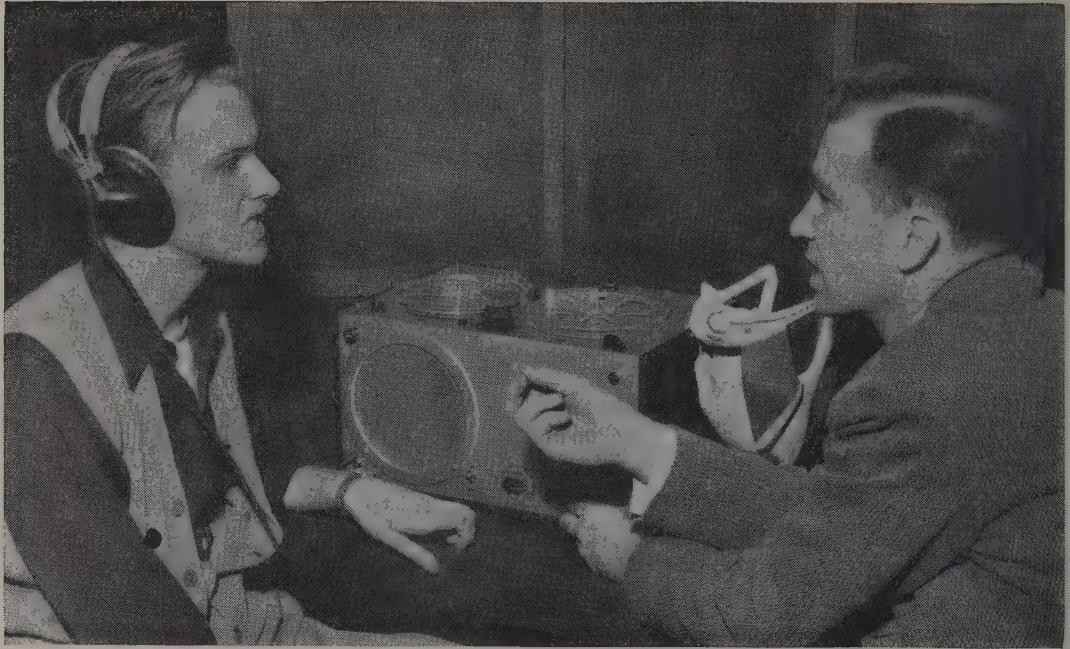
The school benefits from a dramatic workshop by establishing good relationships with the community, and by gaining favorable publicity in city-wide newspapers, thus attracting more students. A greater return comes to the school, however, in the form of school spirit — a group of fifty persons entertain five hundred, and everyone feels better for having seen or produced a good comedy, a thrilling melodrama, or a moving tragedy. Thus is literature enriched through visual presentation and the routine of class lessons enlivened.

VALUE TO COMMUNITY

The community receives one special blessing when productions are given: parents, friends, relatives, and interested merchants have an opportunity to view the results of education in an interesting form. Regular patrons even come from out of state to see feature productions.

Summarily, there are artistic, social, and cultural values inherent in a dramatic

¹Speech Department and Dramatics



Voice Recorder Aids in Speech Correction

Photograph by Murrell Tinsley

program whether curricular or extracurricular. There are unique and practical values for all participants, the student, the school, and the community.

One example from a list of successful plays that includes such hits as *Candida*, *Kind Lady*, *The Heiress*, *Blithe Spirit*, and *Escape* would be the most recent production of *See How They Run*. This was a pleasant farce that entertained school audiences of over five hundred persons, over two thousand soldiers, and is still being offered to local high schools. It was selected by a play reading committee, given a double cast, two separate directors, two separate crews, and managed on tour by students.

The accompanying illustrations show some of the crews in action on that particular job. Each crew has an experienced member as a crew chief, but in general the students are beginners in the study of scenic art. You see here the scenery crew giving the flats which they have made a final "spattering" of paint and attaching

the hardware. Manual dexterity is not uncommon here, even with a large female population. The lighting crew takes time out from the switchboard to replace one of the expensive lamps for the spotlights. Make-up is always a fascinating job, and in that photo you see our experts disguising a leading lady with nose putty and grease paint. Training is given in corrective, character, and straight make-up.

The Theatre Workshop club is organized on a very broad democratic basis. New officers are elected each semester and committees are always at work maintaining interest in the jobs at hand. Displaying a cast of integrated actors is not the only activity in play production; business management, publicity, program making, ticket selling, and many of the more tedious chores are also correlated by our staff of officers.

Besides touring a play to local Army sites, the group has played in elementary schools, shown movies, sponsored theatre parties to "Loop" productions, staged all-



Scenery Crew at Work

Photograph by Murrell Tinsley

school assemblies, provided a corps of technicians for other assemblies, and participated in radio broadcasting over station WBEZ.

But how does all this help a student become a better teacher? Well, if teaching speech in its broadest sense consists of supplying successful and gratifying experiences in a variety of situations, our position is clear. The individual is given the opportunity, the freedom of action, and the supervision necessary to make him a reliable and responsible member of a large and respected organization. Standards for group behavior are set, as well as standards for artistic productions; appreciation and understanding of our fellow men

have always been fostered by drama in all ages; tolerance, patience, and the ability to make quick, accurate decisions are perhaps as much prerequisites for co-operative work in the theatre as in life. Participation in a dramatic workshop provides a laboratory experience where the techniques of the arts are learned along with the techniques of living in a democratic society.

SPEECH CLINIC

Another important aspect of the speech activities of the College is the operation of a speech clinic. Since elementary teachers serve as models for students in the imitative learning of the spoken word, their per-

sonal language habits must be above average.

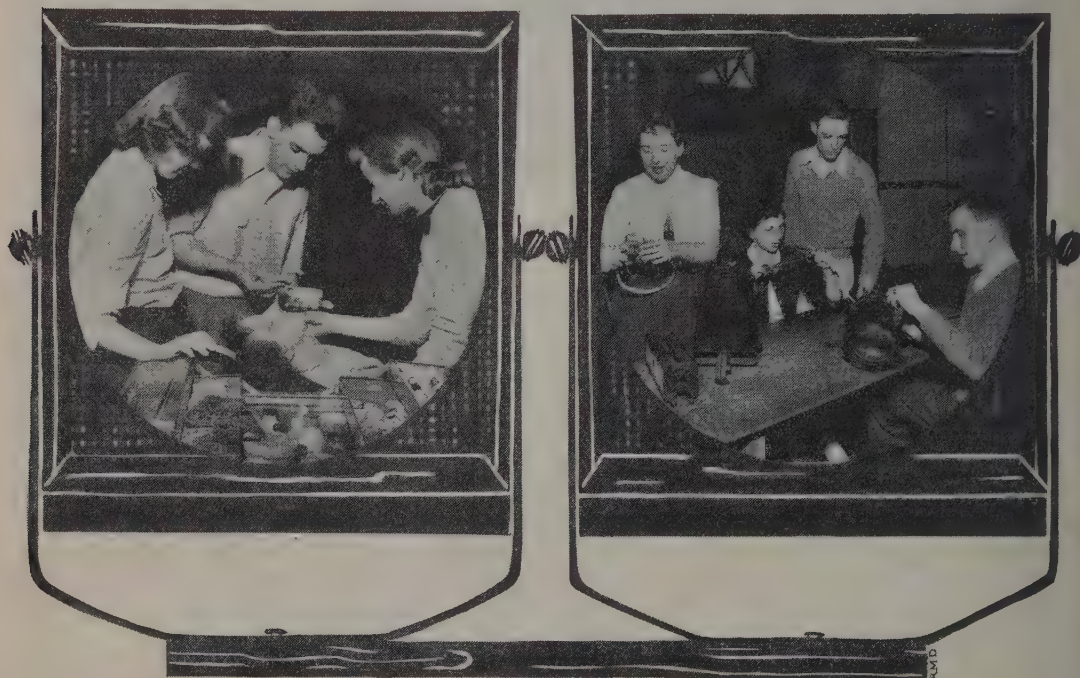
A laboratory trained speech pathologist and the speech instructors who are members of local, state, and national organizations, with the help of the entire faculty, locate those students who are deficient in certain aspects of speech. These deficiencies are largely in the areas of articulation, speech rhythm and melody, pitch, inflection, resonance, and are common to all colleges. Our goal is to eliminate undesirable qualities of speech which attract attention and to replace them with acceptable Middle West patterns of oral communication.

Individuals are scheduled for weekly or semi-weekly visits to the clinic for individual or group remedial training. This takes the form of consultation and orientation in order to give the student insight into

his own problem, drill work on the deviate characteristic of his speech, and tape recordings for ear training. It is interesting to note that this service is not only crowded with persons correcting their speech, but with gifted individuals preparing special material for discussion groups, church and community presentations, and school functions.

A special library is maintained in the clinic for the students, and new equipment is added each year. We hope soon to have soundproof booths and binaural hearing devices to assist in ear training.

This type of service is another example of the individual attention which each student at the College receives to help maintain its enviable record of producing fine teachers.



Theatre Workshop in Action

Photograph by Murrell Tinsley

FORD FOUNDATION FELLOWSHIPS

CHARLES R. MONROE¹ AND JEROME SACHS²



Photograph by Muirrell Tinsley

Award Winners Jerome Sachs and Charles R. Monroe

FOR the past three years the Chicago Teachers College has been revising its teacher training curriculum in the direction of a broader, more liberal offering of general education courses. During the same period of time the Ford Foundation, through its subsidiary agency, The Fund for the Advancement of Education, has made available to the college and university teachers of the nation an opportunity for a year's study and travel. In each of the years 1951 and 1952, a faculty member of the Chicago Teachers College received one of the approximately 250 fellowships awarded annually. These

fellowships are awarded to those applicants who can benefit most by a year devoted to study, research, observation, or experiment which in the words of the fellowship awarding committee "will renew and enrich the intellectual lives of the recipients of the awards and help them become better teachers of undergraduates."

The authors of this brief report on the significance of the Ford Foundation Fellowships for the general education curriculum of the Chicago Teachers College were recipients of these fellowships.

¹Social Science Department

²Mathematics Department

Charles R. Monroe of the Social Science Department received the award for the year 1951-1952; Jerome Sachs of the Mathematics Department was the award winner for the year 1952-1953. Both of the authors are grateful to the Dean and to the faculty of the College for their combined courage and decision to undertake a curriculum revision program which provided several possible research projects for study during a year's absence. The fact that the recipients of these fellowships could present a specific, detailed prospectus of a planned study program to the committee which awarded the fellowships, a study program which would contribute directly to the improvement of the College curriculum, was undoubtedly a major factor in the success of the Chicago Teachers College having a fellowship winner for two consecutive years. It is our sincere wish that the College may benefit in some way from these fellowships as much as we have benefitted personally.

GENERAL EDUCATION STRESSED

One dominant theme running through current curriculum studies in the United States is the concept of general education, or the "core curriculum" as general education is termed generally when applied to the elementary and secondary school curricula. Increased stress is being placed on the need of having all students, on all levels of education, study a common core or body of knowledge and experiences which are useful to all or most people in a given social environment. This universal or "general" body of content materials assumes that most people who live in a common social situation must meet successfully many of the same problems if they are to make satisfactory adjustments to an ever increasingly complex society, both within and without the United States.

The need for general education in the school curriculum has received added emphasis from social and educational research. One of the current concepts which recurs so frequently in sociological treatises is the idea of *cultural values* and *cultural lag*.

The concept of cultural lag has become a favorite "catch-all" explanation which many sociologists use to explain the cause for most of our social ills. Cultural lag is illustrated by a recent cartoon in which a jet plane (labeled war) is moving through space at lightning speed while an ox cart (labeled peace) ambles at a snail's pace far behind. Briefly, cultural lag says, "Nothing changes so slowly as an idea." The idea which changes so slowly is most often a cultural value, more commonly known as an ideal, a social goal, a moral-social standard or norm, an ideology, or all of these collectively. The material aspects of culture, that is machines, tools, and gadgets, are usually accepted by humans with comparatively little resistance. New ideas in the realm of cultural values, the non-material cultural world, tend to meet such opposition and non-acceptance. Yet the average person needs no super-intellect to understand the simple truth that unless the material aspects of our culture are properly guided and controlled by the ethical and social values of our American culture, people will suffer many painful tensions and problems, even to the point of personal and social disintegration. A good American society and a well adjusted American citizen depend on the ability of our people to accept new concepts of what is right and wrong and true. The lag which separates our material and our ideal worlds needs to be narrowed, if not eliminated completely.

GENERAL EDUCATION IN TEACHER TRAINING

Teacher training institutions have a particularly fine opportunity, as well as a heavy responsibility, to undertake the study of cultural lags, cultural values, and social tensions. Embryo teachers must first learn, while they are students, the art of wrestling with abstract concepts and value judgments. Then as teachers in the classroom they may be able to train a future generation of Americans who

may be better able to appreciate and to analyze the basic social values, their relationships and conflicts, which furnish the conditions from which so many of our national and international problems arise.

In a certain sense more and more of the education of modern youth must seek to make each person not only a good citizen and a successful laborer and provider for his family, but also the kind of a person who thinks like a philosopher insofar as possible within the limits of his mental equipment. Such everyday abstractions as freedom, equality, probability, objectivity, nationalism, character, truth, and many others should become as much a part of the student's daily lesson as the three R's and other facts and skills which are necessary for minimum survival in our world today. It is a sad truth that most of the boys in Korea fighting for democracy, as well as their friends and parents at home, have at best a most hazy notion as to the meaning of the phrase, "making the world safe for democracy." As long as a student's education is primarily limited to the memorization of facts and the acquisition of simple skills, the mind has neither the opportunity nor the incentive to acquire the habits of reasoning on the problem-solving level of comparison, analysis, and judgment. A program of general education is designed to equip students with some of the mental techniques and skills which may enable them to cope more successfully with the intricacies of abstract moral judgments and cultural values which cause so many of our social problems and wars.

It is no coincidence that the "Ford Foundation" fellowship awards go to those persons who are interested in the advancement of general education and the training of youthful minds in the liberal tradition of reasoning and truth-seeking. One of the primary objectives of the Ford Foundation is to provide funds for the promotion of better human relations, an area of study which belongs to those social sciences, sciences, and humanities which

are most devoted to the study of man's emotions, reasoning processes, and intangible cultural values. Other philanthropic funds have provided generously for the scientific study of man's material and physical well-being. The Ford Foundation is more concerned with man's moral and mental well-being. It is not difficult then to understand why both of the Chicago Teachers College fellowship awards went to faculty members who expressed an interest in the development of courses of study which might contribute some small amount of knowledge and skill in the improvement of a student's ability to operate on a mental level of abstract ideas and relationships which, in turn, might cause more persons to understand their own problems, as well as the problems of other persons and of many other social groups and cultures.

HUMAN NATURE AND CULTURE COURSE

Charles Monroe spent his year at The University of Chicago developing a text and reading materials for a course on "Human Nature and Culture." The materials for this course, which is to be given in the senior year, have been taken from the fields of history, psychology, sociology, anthropology, political science, and economics. Briefly, the primary objective of the course is to give the student some appreciation of the fact that the basic causes of one's personality maladjustments and also of our social problems stem from value conflicts which operate among men and groups of men. Until men can come to realize that they are being controlled and driven by conflicting sets of ideals or values judged good by them, and until men can some way harmonize these value conflicts, it will be impossible to attain a state of peace with the inner man or within the social world of communities and nations.

However, before a student can understand the role of value conflicts in the causation of personal and social problems, he needs to have some knowledge of such

concepts as culture, cultural patterns, social interaction, value systems, human groups and their dynamics, social class, national character, and human relations. Once a foundation of conceptual understandings has been acquired by the student, he can then proceed to an understanding of the basic cultural values and value conflicts in the American democratic society. Only a few of the value conflicts, or social problems and personality role conflicts, can be treated. The course proposes to stress the value conflicts in the areas of the family organization, industrial-labor organization, race relations, and the American class structure. Most of the class activities will be centered around various case studies and source materials. Discussion, analysis, and the solution of simple research projects will contribute to the development of skills in the handling of abstract principles and relationships.

MATHEMATICS COURSE

Jerome Sachs also spent his year of study at The University of Chicago preparing a course in mathematics to be used as a part of the College's general education program. General education mathematics in a teachers college serves dual objectives. College graduates must be given such mathematical development as will serve them best in their roles as citizens. Obviously teacher college students must also be trained to meet the mathematical needs of a classroom teacher. These two objectives are not at all in conflict. In the mathematics course proposed for the freshman year an attempt will be made to show the postulational character of the

subject as reflected in the nature of mathematical systems. This approach can be used to develop arithmetic and algebra from a relatively small set of postulates and definitions. The geometry in the course will embrace both the practical material of measurement and the theoretical investigation of abstract finite models. The stress throughout will be on logical development from explicitly stated beginnings, and on the use of logic to develop clarity in expression. There will be no attempt to survey the vast field of mathematics, but breadth will be obtained by drawing on material from statistics, number theory, group theory, and topology as well as from arithmetic, algebra, and geometry.

It is hoped that this course in mathematics will be more than a collection of manipulative skills, and that it will give to the students an understanding of what mathematics is as well as a thorough grounding in basic techniques. The knowledge of how a mathematical system functions should strengthen the understandings of the techniques developed in it. Such understandings, in turn, should help to produce meaningful and rich teaching.

Finally, it should be noted that these two general education courses represent a small sample of the total number of new general education courses which the several departments of the College are now developing. Three years more must pass before the completed four-year curriculum will be in operation. Many more years must elapse before faculty and students can finally evaluate the fruit of their labors.

The children in a good school are provided with the learning experiences that are most useful in meeting the needs of youth and of our society. . . . The curriculum must necessarily include good instruction in the fundamental tool subjects, a broad offering of cultural courses such as music, art, and speech, and good training in citizenship with special attention given to the understanding of the American heritage and the American way of life. — Report of the Illinois School Problems Commission, 1951.

CHICAGO SCHOOL JOURNAL

LOUISE M. JACOBS¹

The committee wishes to express a special word of commendation to the staff of the College for its editorship of the CHICAGO SCHOOLS JOURNAL. It is a valuable contribution to the professional literature and equipment of students and teachers.—Report of the Visitation Committee of the American Association of Colleges for Teacher Education

A LETTER from Seoul, Korea; South Africa; Nicosia, Greece? Or a request to quote from back issues for a doctoral thesis, to be microfilmed later? One never knows what requests the morning mail will bring!

These requests, however, are all in line with the purpose of the Journal: to promote the professional and cultural growth of the teachers of the Chicago public school system. The Journal is, in reality, a service organ, a contribution toward the in-service training of teachers. It presents articles on actual and proposed changes in education rather than a review of long established practices already well known to alert teachers. Attempting to be professional in nature, it seeks articles on the latest educational trends, techniques, and methods by outstanding authorities in the educational world; curriculum subjects on which there is a dearth of material, such as the series of articles on Chicago—these articles are concise and authoritative and most of them can be placed directly in the hands of children; advanced thought in cultural, social, and technical fields. Although many feel that the Journal is for elementary teachers only, statistics show that the high school is covered equally well.

Within the College itself the Journal is used extensively by the students as reference material for class reports and as an aid in practice teaching. Individuals use it in making files on specific topics, such

as mathematics, social studies, English, and Chicago.

DISTRIBUTION

Although published primarily for the personnel of the Chicago public school system and the students in training at the Chicago Teachers College, in line with its service function and as a professional courtesy, an exchange list of educational institutions and libraries here and abroad is maintained. In the United States, the libraries of major educational centers and the Library of Congress receive the Journal regularly; the circulation in other countries is indicated on the map.

CONTRIBUTORS

In addition to administrators, principals, and teachers of the Chicago system who are constant and valued contributors, the Journal owes much to other outstanding educators and leaders in all fields. This becomes obvious by a glance at the following list:²

Paul M. Angle, Director of the Chicago Historical Society; authority on Lincoln

F. C. Bisson, Director of Marketing Research of the Board of Trade of the City of Chicago; a national authority

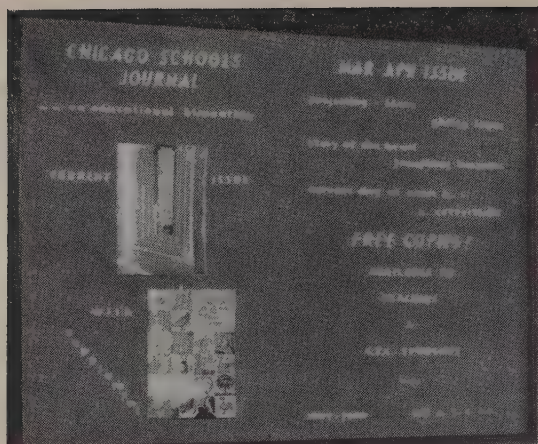
Glenn O. Blough, Specialist of Elementary Science, U. S. Office of Education

James I. Brown, Associate Professor, Division of Rhetoric, University of Minnesota

Willis C. Brown, Specialist for Aviation, Division of Elementary and Secondary Schools, U. S. Office of Education

¹Managing Editor

²Affiliations indicated were those held at time of publication



Photograph by Murrell Tinsley

Bulletin Board Helpful

Joe A. Callaway, Director of Radio Education, Michigan State College

Herma Clark, columnist and author of "Dear Julia," *Chicago Tribune*; author of *The Elegant Eighties*; co-author of *Port of Chicago*, a play

Benjamin Colby, Assistant to the President, The Brookings Institution

Ruth Cunningham, Associate Professor of Education, Teachers College, Columbia University; specialist in kindergarten-primary education

Gordon Dean, Chairman of the U. S. Atomic Energy Commission

Paul B. Diedrich, Examiner, The University of Chicago

Edward W. Dolch, Professor of Education, University of Illinois

John Drury, author of many books on historic Midwest houses

Franklin Dunham, Chief of Radio, U. S. Office of Education

Mary K. Eakin, Librarian of the Center for Children's Books, The University of Chicago

Howard F. Fehr, Head of the Department of the Teaching of Mathematics, Teachers College, Columbia University

E. Eugene Fowler, Biologist in Radioisotopes Branch of the Isotopes Division, U. S. Atomic Energy Commission at Oak Ridge, Tennessee

John H. Furbay, Director of Air World Education, Trans World Airlines, Inc., and aviation education representative on UNESCO

Arthur I. Gates, Professor of Education, Teachers College, Columbia University; authority on the teaching of reading

Doris Gates, author of many trade books for children; *Children's Librarian*, Fresno County Free Library, Fresno, California

Alonzo G. Grace, Chairman of the Department of Education, The University of Chicago

U. S. Grant, 3rd, President of the National Council for Historic Sites and Buildings

William S. Gray, Professor of Education, The University of Chicago; authority on the teaching of reading

Lois Higgins, Director of the Crime Prevention Bureau of Chicago

John Edgar Hoover, Director of the Federal Bureau of Investigation, U. S. Department of Justice

Edward Buell Hungerford, Assistant Professor of English, Northwestern University; also author of many historical novels for children

Earl S. Johnson, Associate Professor of the Social Sciences, The University of Chicago

Clara Ingram Judson, author of many biographies and of children's books on the foreign born

Leonard S. Kenworthy, Associate Professor of Education, Brooklyn College; Program Specialist in Education for International Understanding, UNESCO

Rose Hum Lee, Associate Professor of Sociology, Roosevelt College; authority on Chinese communities in the United States

John P. Marbarger, Research Director, Aero-medical and Physical Environment Laboratory, University of Illinois Chicago Professional Colleges

Blanche Prichard McCrum, General Reference and Bibliography Division, The Library of Congress

Earle W. Newton, Director of Old Sturbridge Village; Editor of *American Heritage*

Ralph G. Nichols, Chief of the Division of Rhetoric, University of Minnesota

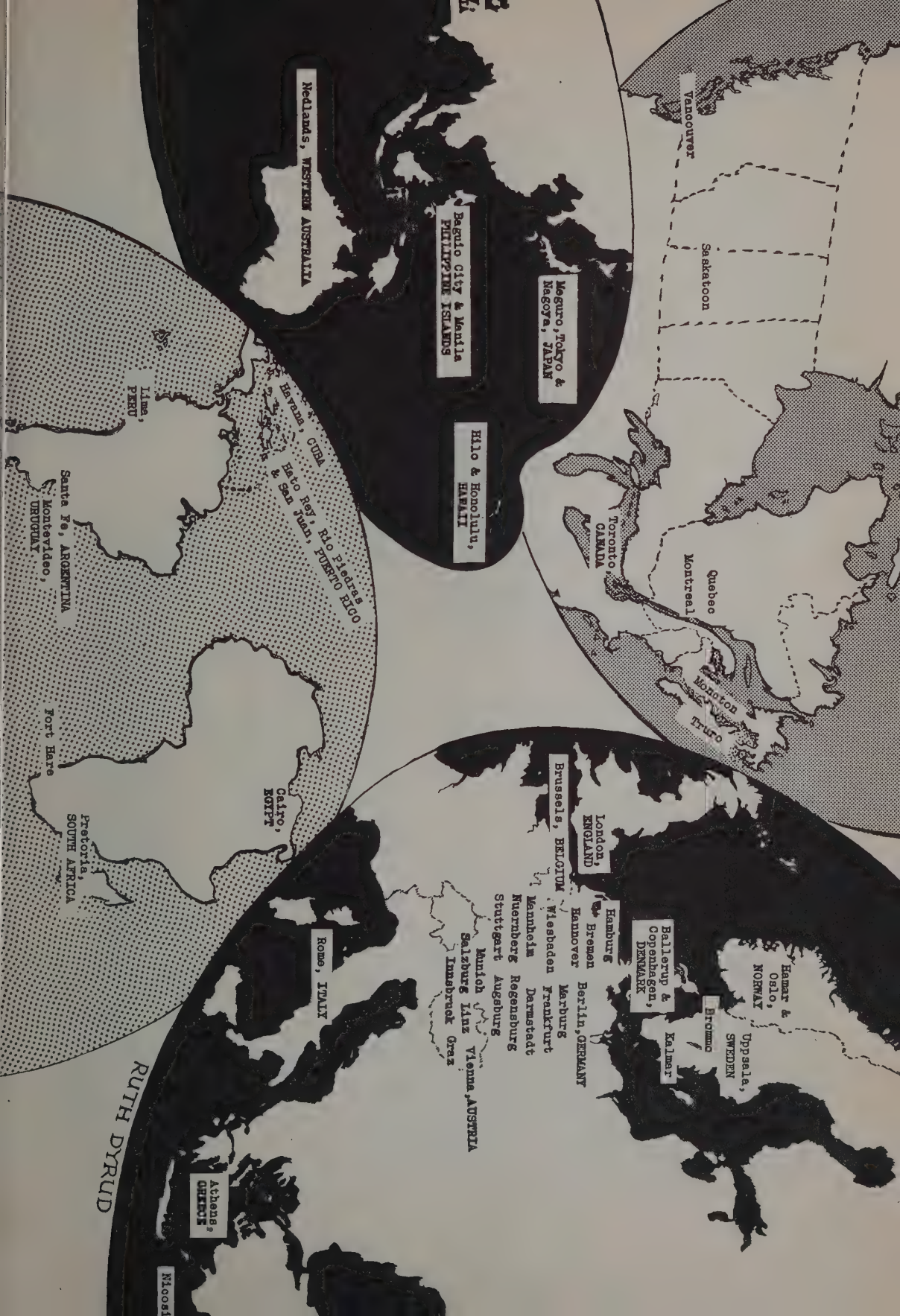
John K. Norton, Professor of Education, Teachers College, Columbia University

Paul H. Oehser, Assistant Chief of the Editorial Division, Smithsonian Institution; Editor of *The United States National Museum*

Edward G. Olsen, Education Director of The National Conference of Christians and Jews, Inc.

Fred M. Packard, Executive Secretary of the National Parks Association

Robert C. Pooley, Chairman of the Department of Integrated Liberal Studies, The University of Wisconsin; authority on the teaching of English



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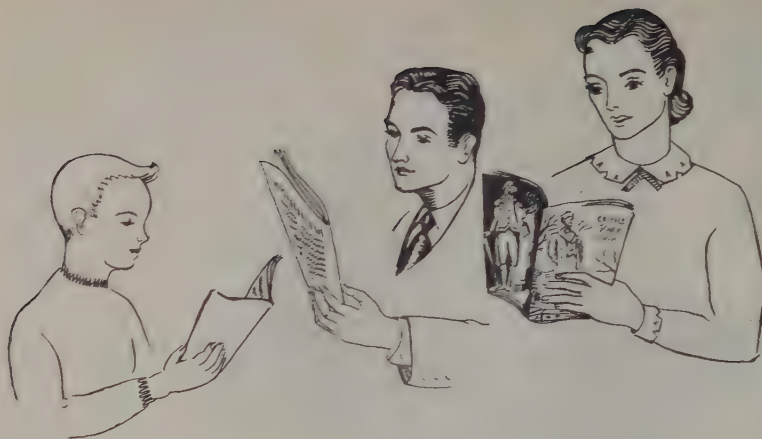
Hammar

Oslo

Athens, GREECE

Moscow

RUTH DYRUD



Courtesy of Ruth M. Dyrud

Younger Children	High School and College	Teachers and Supervisors ²	Total
732	565	489	1,786

Books Reviewed 1948-1953

Gilbert O. Raasch, Geologist in Charge of the Educational Extension Division, State Geological Survey Division of Illinois

Paul T. Rankin, Assistant Superintendent of Schools, Detroit, Michigan

W. E. "Bill" Renshaw, Indiana Manager of *Prairie Farmer*

Eloise ReQua, Director of Library of International Relations of Chicago

William A. Rowan, Comptroller of Customs in Chicago, Treasury Department Bureau of Customs

Ruth A. Ryder, Director of Education, Illinois Children's Hospital-School

Robert H. Seashore, Chairman of the Department of Psychology, The College of Liberal Arts, Northwestern University

E. C. Stakman, Chief of the Division of Plant Pathology and Botany, University of Minnesota

John R. Tunis, author of sport stories for boys
Heinrich Vogeley, exchange professor from Pädagogische Hochschule, Celle, Germany; lecturer for German language arts

William E. Warne, Assistant Secretary for Water and Power Development, U. S. Department of the Interior

William W. Wattenberg, Associate Professor of Education and Educational Psychology, College of Education, Wayne University

Phyllis A. Whitney, New York University; author of books for teenagers

Paul Witty, Professor of Education and Director of the Psycho-Educational Clinic, Northwestern University

Nathan H. Woodruff, Assistant Chief of the Isotopes Division, United States Atomic Energy Commission, Oak Ridge, Tennessee

Melvin C. Yahnke, in charge of The Edison Institute schools at Dearborn, Michigan

Elizabeth Yates, Newbery Award Winner, 1951

NEWER FIELDS STRESSED

The Journal has been one of the pioneers in featuring articles on concepts now generally accepted. In the area of critical listening, as long ago as 1930, Dr. Paul Rankin authored two articles on "Listening Ability," articles which have been in demand through the years and still frequently requested for studies. More recently, in 1949, Ralph Nichols explained how to implement a listening program based on the experimental setup of the University of Minnesota; Evelyn F. Carlson planned an effective listening program on the eighth grade level at the Hibbard Elementary School; and Charles E. Irwin experimented with students at Michigan State College. Frances Hunter Ferrell, writing on critical thinking, impressed readers to the extent that the Chief of the Magazine Liaison Section, Department of State, New York, New York, requested permission to distribute the article in

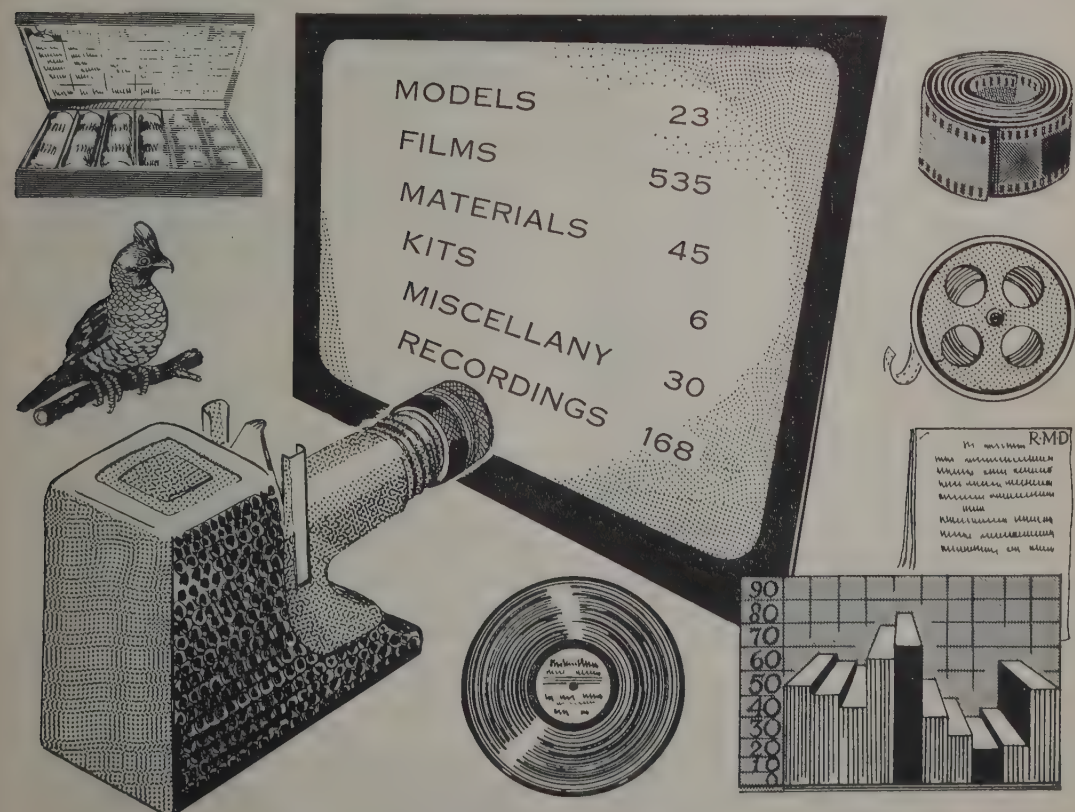
²Also 278 pamphlets

Germany, Austria, Trieste, Japan, and Korea for translation and possible republication in local periodicals.

The subject of human relations has been explored from many angles. In 1946 and 1947 Sema Williams Herman explained her plan for teaching first grade children how to be "good neighbors" in a democracy. In succeeding articles other phases of human relations were discussed, such as the cultural contributions of the Negro, evaluating on personal worth, brotherhood through UNESCO, contributions of national groups, international understanding as fostered by International Friendship Gardens, the interchange of ideas between a Chicago and a Japanese high school, and the effect of social class on the schools.

The use of audio-visual aids in the schools has grown by leaps and bounds.

After World War II television mushroomed over night and the schools began to feel its impact. Philip Lewis, then at South Shore High School, was the first teacher in the system to conduct surveys over a prolonged period in an effort to discover the effect of televising on high school students. His findings were published in the Journal. Later followed articles on his experiment with an English-TV Workshop and the effects of television on vocations. A significant contribution by Franklin Dunham, U.S. Office of Education, pointed up the comparative values residing in television, radio, and other media of instruction; Joe A. Callaway of Michigan State College reported on his nine-month study of the status and methods of radio broadcasting in Western European countries. At Chicago Teachers College, John Stewart Carter and Mary



Teaching Aids Reviewed 1948-1953

Courtesy of Ruth M. Dyrud

Elizabeth Flynn evaluated over one hundred recordings by poets — recordings furnished by the Library of Congress and the National Council of Teachers of English — and shared the results with Journal readers.

The air age is with us and its implications were impressively set forth by John H. Furbay, Director of Air World Education of Trans World Airlines, Incorporated; aviation education for modern living was outlined by Willis C. Brown of the U. S. Office of Education. The importance of Chicago in the development of air cargo was pointed out by Kathleen Power, Educational Adviser, School and College Service, of United Air Lines, Incorporated; W. E. "Bill" Renshaw, Indiana Manager of *Prairie Farmer*, showed how farmers are utilizing the airplane.

Scientific research is constantly revealing more and more astounding facts; currently atomic energy makes perhaps the most profound impact. From the field of science we brought to our readers Gordon Dean's viewpoint on the potentially important role that atomic energy may some day play in world economy; Nathan H. Woodruff and E. Eugene Fowler's discussion of radioisotopes and their peacetime contribution to our national welfare; and John P. Marbarger's analysis of aeromedical problems anticipated in interplanetary travel. E. C. Stakman, international authority, explained how science can contribute to international understanding and to co-operation among peoples. William E. Warne pointed out how the United States can contribute to world stability and thus to world peace by assisting in irrigation developments to relieve present food shortages in the world and to meet future requirements of a larger world population.

CHICAGO ARTICLES

In answer to an often expressed need for reference material about Chicago for use in the elementary school, a series of articles was begun in 1946 and continues

to date. They are authentic, well written accounts furnished by the institutions being described and are well illustrated by photographs. Their popularity with elementary teachers and the frequent calls for quantity lots by many schools attest their usefulness.

SPECIAL DEPARTMENTS

Service features which have always rated high with our readers are the Book, New Teaching Aids, Periodical, and News Sections. The News highlights important educational events, national as well as local, and gives information on conventions, workshops, exhibits, radio and television programs, and other timely items. Periodical digests of articles in leading educational magazines indicate the trend of educational events in concise form for busy teachers.

BOOK SECTION

Through the splendid co-operation of book publishers, the Book Section has expanded through the years until it has become an outstanding source of reference. It contains critical reviews of significant educational books concerned with teaching, texts in all the fields, and literature for children. Pamphlets are listed from time to time. The number of book reviews from January, 1948, through November-December, 1952, is shown in an accompanying illustration.

NEW TEACHING AIDS

Rated by teachers as "one of the best features of the magazine" is the New Teaching Aids Section, which contains critical reviews of films, filmstrips, recordings, and other audio-visual aids. The films, recordings, etcetera, are sent to the College on a preview basis and are critically evaluated by members of the College. A detailed analysis of the aids reviewed is pictorially shown.

SUPPLEMENTS

In 1949 the Journal began the publication of a series of supplements dealing with free and inexpensive teaching ma-



Supplements Popular

Courtesy of Ruth M. Dyrud

terials; to date the four major areas in elementary instruction have been covered. The editors plan to re-issue each number approximately three years after publication; the first re-issue, *Free and Inexpensive Teaching Materials for Science Education*, was published with the January-February, 1953, Journal. The supplements to date are:

October, 1949 — *Free and Inexpensive Teaching Aids for the Science Teacher*, by Muriel Beuschlein and James M. Sanders

January-February, 1950 — *Mathematical Teaching Aids*, by Joseph J. Urbancek

March-April, 1950 — *Developmental Values through Library Books*, by Effie LaPlante and Thelma O'Donnell

January-February, 1951 — *Free and Inexpensive Materials for the Social Studies*, by Frederick K. Branom

May-June, 1951 — *Chicagoland Authors and Illustrators of Children's Literature*, by Louise M. Jacobs and Mabel Thorn Lulu

November-December, 1952 — *Free and Inexpensive Teaching Aids for the Language Arts*, by Irwin J. Suloway

January-February, 1953 — *Free and Inexpensive Teaching Materials for Science Education*, by Muriel Beuschlein and James M. Sanders

That they have been a contribution to education generally as well as locally is indicated by their nationwide circulation as shown in the illustration.

The Journal is exceedingly fortunate in having had the valuable services of a member of the College Art Department,

Ruth M. Dyrud, who has willingly donated an unlimited number of hours of service in planning and executing supplement covers, with the exception of the October, 1949, supplement cover which was drawn by Ruth B. Coleman, Assistant Professor of Medical Illustration at the University of Illinois Chicago Professional Colleges.

CONCLUSION

To what extent has the Journal fulfilled its mission as a service organ? Self-evaluation is difficult; perhaps our readers have a broader perspective. Let them speak:

The CHICAGO SCHOOLS JOURNAL is a splendid publication and I congratulate you warmly upon the variety, the timeliness and the helpfulness of the articles that you bring to its readers. — Herold C. Hunt, General Superintendent of Schools

I greatly appreciate your courtesy in forwarding to me recently three copies of the CHICAGO SCHOOLS JOURNAL. They will make an excellent addition to our file of scientific studies in reading. — William S. Gray, The University of Chicago

We would like very much to refer, in one of our publications, to CHICAGO SCHOOLS JOURNAL Supplement, March-April, 1950, which contains the article, "Developmental Values through Library Books." Do you have enough copies on hand so that you could take care of the requests that might come from this added publicity? — Nora E. Beust, Specialist for School and Children's Libraries, U. S. Office of Education

You have maintained a high standard with CHICAGO SCHOOLS JOURNAL. — Marion C. Sheridan, Past President of the National Council of Teachers of English

I am doing some studying and research in reading. I went through the recent copy devoted to an appendix or index of recent years editions. A number of them contain articles which would be of interest to me. If I could have these copies I'd be most grateful. If they are too many, please loan me copies and I shall readily return them. — Milton Mirten, Valparaiso University.

I am very much interested in several articles in your current (May-June) number of the Journal. They would be of real help in the group teaching American Government here. I wonder if you can send me ten copies for staff use. I should be most grateful. — Phillips Bradley, Syracuse University, Maxwell Graduate School of Citizenship and Public Affairs

Since we are concentrating on strengthening the section of our curriculum laboratory holding our collection of curriculum bulletins, resource units, course materials and bibliographical lists, we shall appreciate any information regarding publications pertinent to this objective. Can you supply us with complimentary copies of issues of your CHICAGO SCHOOLS JOURNAL after June 1948 and containing bibliographies of articles published previously? Will you also furnish information concerning the above types of materials which you have available for distribution and which you recommend that we have in our laboratory? — Allen J. Sprew, Librarian, University of Illinois Curriculum Laboratory, Urbana, Illinois

Enclosed you will find a small token of appreciation for the materials you sent me. Although it exceeds the amount of postage on my materials, it is so little compared to its value to me. Therefore, I wish to extend my wholehearted thanks to your group for such fine material on free teaching aids. — Keith R. Mack, Wisconsin State College of Platteville

Thank you very much for sending the copies of your Journal, and the supplementary material on teaching aids. This will prove of very great use to us and I appreciate your kindness in letting us have it. — Ira M. Freeman, UNESCO, Paris, France

Here in Greenland we have few audio-visual aids with which we can supplement our teaching. Your pamphlets are invaluable in helping our teachers to procure these materials. — E. L. Lirakis

And from Evaluation Committees:

The members of the "Evaluation Study Committee" sincerely believe that the CHICAGO SCHOOLS JOURNAL is fulfilling its mission in an efficient and professional manner, and that its efficient staff is providing excellent journalistic services to all members of the Chicago Public Schools. We express the desire of many teachers who participated in this evaluation study when we infer that the Journal should continue to serve as "An Educational Magazine for Chicago Teachers." — William G. Wilson, Chairman

A special note of commendation should be appended for the special service the College provides in the publication of the CHICAGO SCHOOLS JOURNAL and its supplements. — Visitation Committee of the American Association of Colleges for Teacher Education

The CHICAGO SCHOOLS JOURNAL is indigenous to the Chicago Teachers College, its origin dating back to 1906, when it was THE EDUCATIONAL BI-MONTHLY. It is edited entirely by members of the faculty; others of the staff contribute their services either by submitting articles, reviewing books and new teaching aids, or by reading manuscripts covering their various fields and giving the Journal their expert advice. The Journal is fortunate indeed in having available such a diversified and willing group of talent.

All curriculum aspects, in a good school, are under constant scrutiny and are undergoing steady improvement. Experiments are made with new approaches and techniques and the results are carefully evaluated. — Report of the Illinois School Problems Commission, 1951.

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CHICAGO, ILLINOIS

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1953 CALENDAR
CHICAGO TEACHERS COLLEGE

Commencement June 16

Summer Session June 24-August 21

Fall Semester Opens September 16

Applications for Admission
Accepted Up to September 15

North Side Branch at Wright
Junior College Opens September 16

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